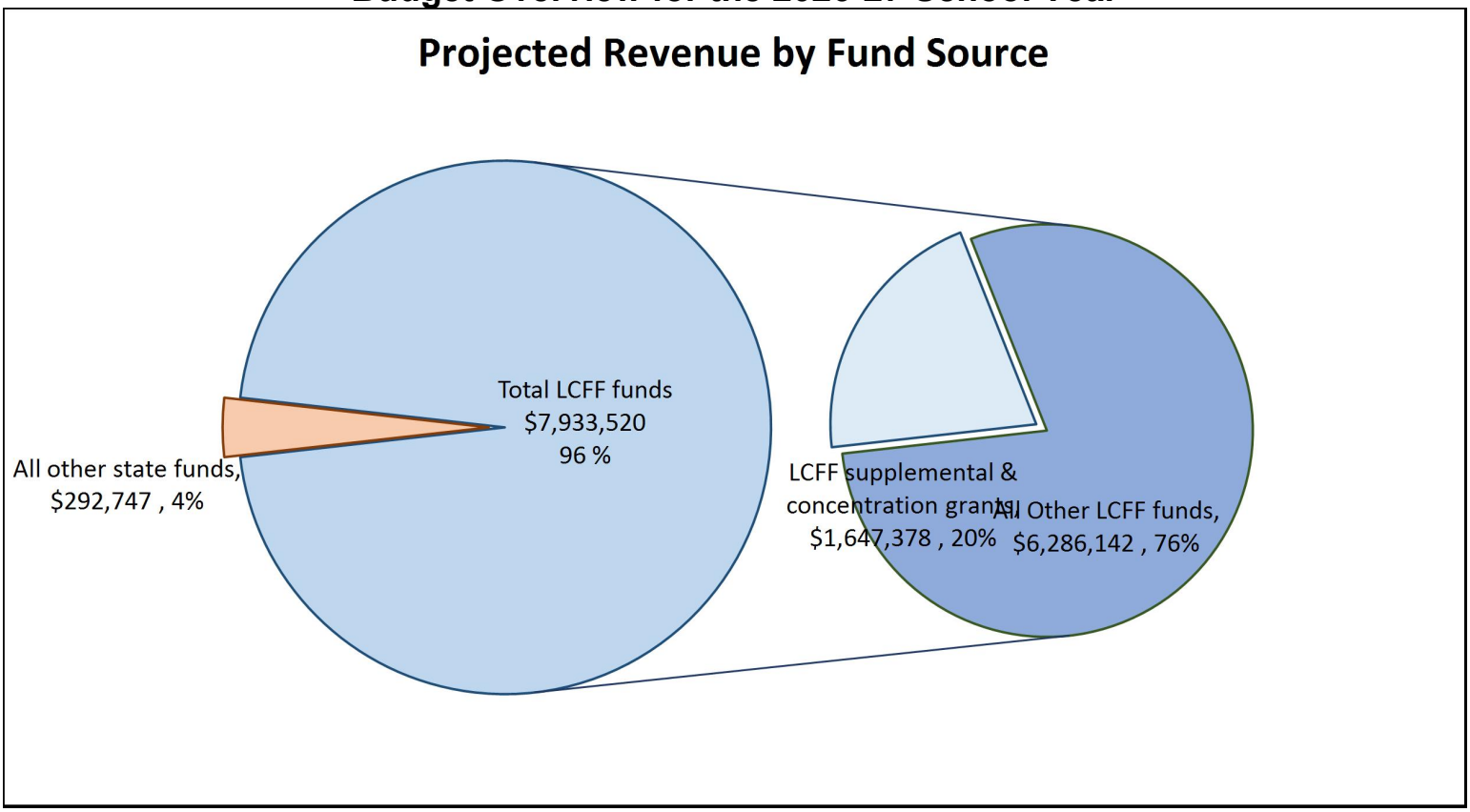
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Porterville Unified Schools (Harmony Magnet Academy)
CDS Code: 54-75523-0116590
School Year: 2026-27
LEA contact information:
Dr. Nate Nelson
Superintendent

559-793-2455

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

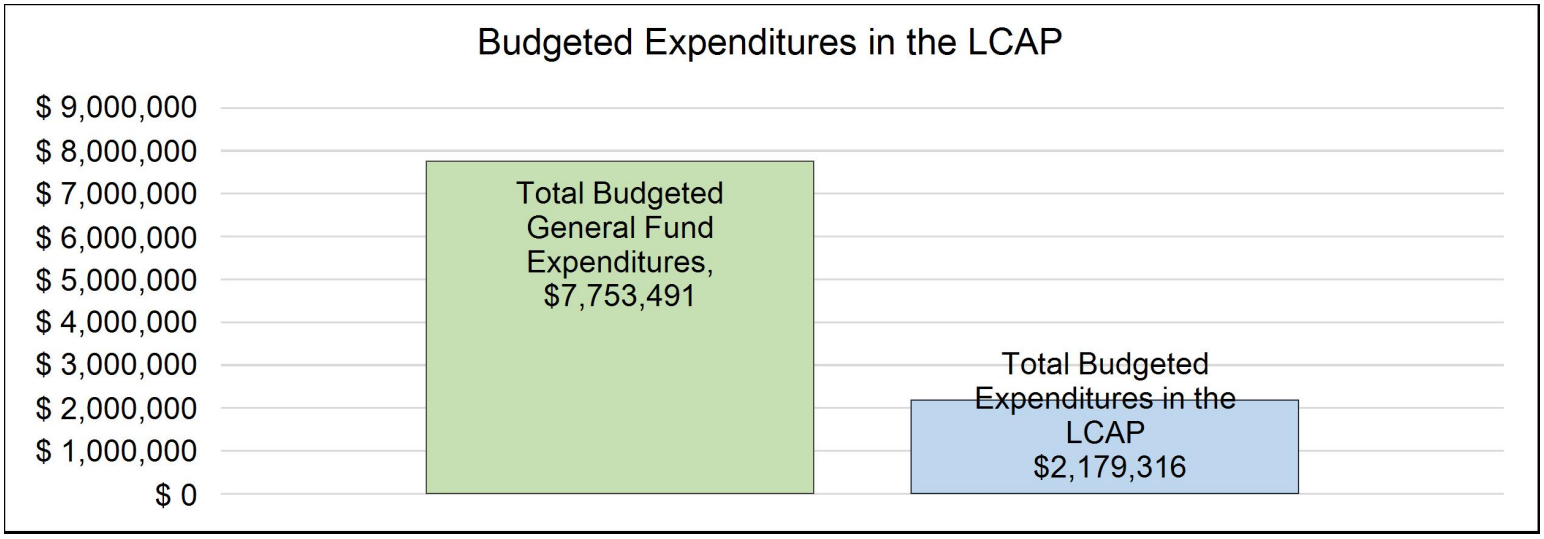


This chart shows the total general purpose revenue Porterville Unified Schools (Harmony Magnet Academy) expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Porterville Unified Schools (Harmony Magnet Academy) is $8,226,267, of which $7,933,520.00 is Local Control Funding Formula (LCFF), $292,747.00 is other state funds, $0.00 is local funds, and $0.00 is federal funds. Of the $7,933,520.00 in LCFF Funds, $1,647,378.00 is generated based on the enrollment of high needs students (Foster Youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Porterville Unified Schools (Harmony Magnet Academy) 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: Porterville Unified Schools (Harmony Magnet Academy) plans to spend $7,753,491.00 for the 2026-27 school year. Of that amount, $2,179,316.00 is tied to actions/services in the LCAP and $5,574,175 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

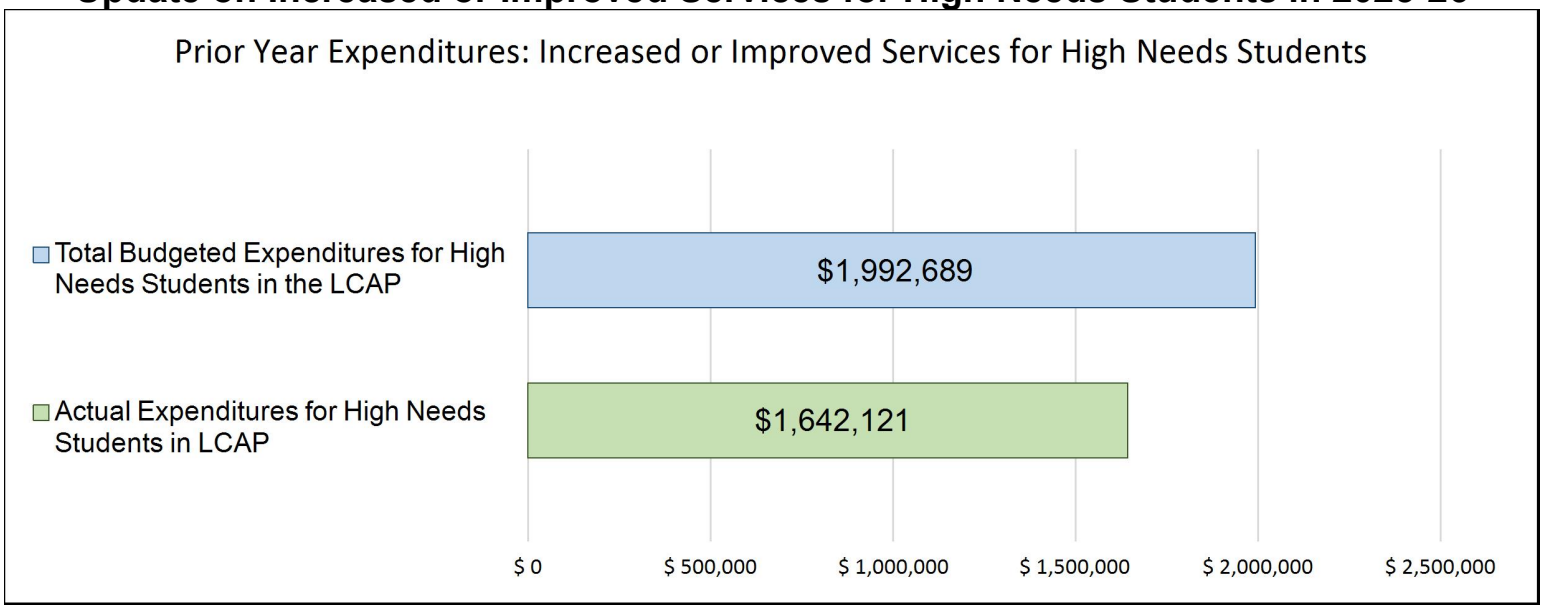
General Fund budgeted expenditures not in the LCAP will be used in the following way: certificated, classified, and administrative salaries along with employee health and welfare benefits. Harmony Academy will also utilize these for classroom materials, supplies and maintenance and operational cost.

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

In 2026-27, Porterville Unified Schools (Harmony Magnet Academy) is projecting it will receive $1,647,378.00 based on the enrollment of Foster Youth, English learner, and low-income students. Porterville Unified Schools (Harmony Magnet Academy) must describe how it intends to increase or improve services for high needs students in the LCAP. Porterville Unified Schools (Harmony Magnet Academy) plans to spend $2,069,426.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Porterville Unified Schools (Harmony Magnet Academy) budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Porterville Unified Schools (Harmony Magnet Academy) 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, Porterville Unified Schools (Harmony Magnet Academy)'s LCAP budgeted $1,992,689.00 for planned actions to increase or improve services for high needs students. Porterville Unified Schools (Harmony Magnet Academy) actually spent $1,642,121.00 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $350,568 had the following impact on Porterville Unified Schools (Harmony Magnet Academy)’s ability to increase or improve services for high needs students:

The difference total budgeted expenditures and estimated actual expenditures for actions and services to increase or improve services had minimal / no impact to the overall increased or improved services for high needs students in 2025-26. The majority of the services planned were completed. Any difference between budgeted actions and services and estimated actuals is explained in the Annual Update section of the LCAP.

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
Porterville Unified Schools (Harmony Magnet Academy)	Dr. Nate Nelson Superintendent	nlnelson@portervilleschools.org 559-793-2455

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.

Porterville, lying along the foothills of the Sierras, is located on State Highway 65, 165 miles north of Los Angeles, and 171 miles east of the Pacific Coast. Centrally located to major markets, the city has strategic access to major transportation routes. Porterville Unified School District serves more than 14,000 students throughout the community, as well as the town of Strathmore. The district is comprised of ten elementary schools, three middle schools, four comprehensive high schools, one magnet academy, one continuation high school, and two alternative sites. Harmony Magnet Academy is one of three charter schools in PUSD serving students in Tulare County. The school services approximately 512 students with the majority (63%) from socioeconomically disadvantaged backgrounds. There are approximately 7% English learners, 1% students with disabilities, 4.5% of student from migrant families, 0.2% homeless, and 0.1% foster youth students.

Our Vision
Harmony Magnet Academy students will have the skills and knowledge to be prepared for college and career and to make a positive impact in a dynamic global society.

Our Mission
The mission of Harmony Magnet Academy is to provide students a dynamic, engaging and effective educational experience that prepares them with the skills to be productive citizens in a global society.

Expected Graduate Outcomes:
As a result, all students will develop and demonstrate:

Critical thinking and problem solving skills. Cultural awareness and the ability to collaborate with diverse groups. Technical skills in digital media applications and information management. Effective communication skills of listening, speaking and writing. Creativity and innovation.

Reflections: Annual Performance

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

FROM THE 2023-2024 DASHBOARD WITH 2025 DASHBOARD UPDATE:
Harmony has experienced sustainability in ELA at 93% meeting or exceeding the standard and an 11% improvement in mathematics for 2022-2023. ELA is 114 points above standard and math is 12.9 points above standard. Both content areas are performing in the Blue tiers. The school's graduation rate is also in the Blue tier at 99% while the College and Career indicator is labeled as very high at 87%. Harmony had no student groups in the lowest performance level (Red) tier in any 2023 Dashboard indicator, and continues to have no indicator in the red for the 2025 Dashboard.

LEARNING RECOVERY BLOCK GRANT:
During the 2026-2027 academic year, it is estimated that Harmony will have $68,800 of unexpended Learning Recovery Block Grant (LRBG) funds. Use of these funds will be reflected in the following goals and actions throughout the current LCAP:

- Goal 1, Actions 1.1, 1.2 and 1.4
- Goal 2, Action 2.2
- Goal 3, Actions 3.2 and 3.4

Use of LRBG funds resulted from identifying needed support for improving academic outcomes for students, as well as educational partner input expressing the need in continuing to expand and enrich the educational experiences of students, as well as continued training of both certificated and classified staff.

Reflections: Technical Assistance

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

Not Applicable

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
Parents, Students, Teachers, Other School Personnel	Student perspectives are gathered through the Panorama survey, while the Studer survey obtains input from parents, teachers, and other school personnel. These surveys are conducted beginning on the following dates: • Employee Engagement: December 2 and April 22 • Parent Survey: November 4 • Student Survey: September 23, January 27 and April 28 • District Services: February 3
Teachers, Principal and other Administrators	Focus group meetings center discussion on specific student groups (low performing, college bound, etc. as well as traditionally identified student groups) with intent on determining best practices to support students). Meetings between administrators occur on a monthly basis.

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

Engagement from Harmony Magnet Academy educational partners is obtained through interaction at the site with various groups; however, site-level educational partners also participate in the various district-level opportunities. These help inform discussions at the local site level. District-wide involvement from educational partners such as students, parents, teachers, administrators, and community members occurred multiple times, and with multiple groups, throughout the school year in efforts to obtain input on the development of the LCAP. Uniqueness of the impact resulting from school closures during the 2020-2021 academic year provided unique perspective on what support students needed since current realities are affecting student educational progress as a result of effects due to the pandemic. Discussions and input from various groups helped formulate actions to implement in efforts to recover potential learning loss. Discussions to obtain input related to providing services for students, and the development of the plan occurred with sites, as well as with various departments within the district, including Pathways, Special Education, Curriculum, Nutritional Services, Transportation, to name a few.

Harmony obtained input from students (secondary), parents and staff who compose our School Site Councils and English Learner Advisory Councils on ideas that can inform the development of the LCAP, and provide site-level initiatives that fall into one or more of the four overarching goals outlined in the plan. This information is documented in an on-line form that will remain available to sites as adjustments to initial efforts are made over the course of the year. Additionally, site administration meets monthly at the district level to bring site-level discussions and considerations to be shared district-wide.

The Panorama Student Survey was used to gather data from the Harmony community including: Parents, students and staff. The highlighted areas were directed at the culture, climate and student safety of Harmony. The survey revealed that all three groups agree that the learning environment and culture of Harmony Magnet Academy does meet a high standard for curriculum and instruction, a-g completion, academic rigor, and career preparation. One area noted for improvement is in student services, particularly in the post-pandemic phase. Interventions for struggling students rated high while one on one personal counseling for more academically advanced students scored lower. Also noted in the survey is that students have suffered through social emotional issues as a result in distance learning contributing to an overall lack of engagement. Teachers also noted a gap in the level of services they normally provide because of student disengagement. Students overall culture and safety rate higher among parents and teachers than that of students. Since the return of students to in-person instruction, teachers confirm that student emotional health has improved.

Focus Groups: Aside from general public sessions, input was obtained from smaller focus groups where intent was to engage in dialogue to discuss the specific needs for these targeted groups of students. If input was not possible through small-group discussions, surveys were utilized in efforts to involve stakeholders. Input sought included self-reflections on the impact of remote learning to students, as well as input on possible support efforts to mitigate the negative impact of these challenges. Another focus for input was a preference of extending instructional learning time (additional academic days, after school, winter session, spring session, etc.), and was solicited from various focus groups to determine any variability that may exist between groups.

SSC meeting dates and topics:
2025-2026 Local Control and Accountability Plan for Porterville Unified Schools Page 10 of 73

8-26-25 SSC training, election of officers, review of by-laws, first reading and input for parent involvement policy.

10-21-25 second reading and approval of parent involvement policy, review of implementation of SPSA actions, review of HMA Dashboard results.

2-10-26- Review pathway academic plan and review of budgeted expenditures. Review Safety Plan, Review LCAP mid year report expenditures and upcoming events.

5-19-26- Review and approve updated School Plan for Student Achievement (LCAP) 2024-25; Including but not limited to goals, dashboard data,
budget overview and switching from "Targeted Assistance" to "School Wide Assistance" federal funding guidelines.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Student success and readiness: Provide meaningful educational experiences for all subgroups. Foster excellence and experiential learning and opportunities for student growth. Expand college and career exploration and awareness while providing social emotional support and mental health needs.	Broad Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

In the pursuit of educational excellence and continued development of each student, Harmony has established a goal that resonates deeply with the core values and strategic vision outlined in our Strategic Plan developed at the culmination of the 2021-2022 School Year. This goal, aimed at ensuring every student has meaningful educational experiences and opportunities to grow and achieve their highest potential, is a direct reflection of our commitment to fostering an inclusive, supportive, and enriching learning environment. This goal and the strategic actions are the direct result of extensive stakeholder feedback and embody Pillar 1 of our Strategic Plan. They signify our unwavering commitment to not just academic excellence, but to nurturing well-rounded individuals equipped with the knowledge, skills, and resilience to thrive in an ever-evolving world.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Student Success & Readiness Scorecard Grades 6-12	Percent score favorable: • Sense of Belonging: 39%: PUSD 38%	Percent score favorable: • Sense of Belonging : 48%: PUSD 39%	Percent score favorable: • Sense of Belonging : 57%: PUSD 42%	Percent score favorable: • Sense of Belonging : 52% • Teacher-Student	• Sense of Belonging : +18% • Teacher-Student Relations

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		• Teacher-Student Relationships: 45%: PUSD 45% • Emotion Regulation: 50%: PUSD 46% • Self-Efficacy: 39%: PUSD 38% • Safe Learning Environment 75%: PUSD 38% (2023-2024 administration)	• Teacher-Student Relationships: 49%: PUSD 50% • Emotion Regulation: 60%: PUSD 46% • Self-Efficacy: 44%: PUSD 33% • Safe Learning Environment 79%: PUSD 54% (Fall 2024 administration)	• Teacher-Student Relationships: 56%: PUSD 51% • Emotion Regulation: 63%: PUSD 51% • Self-Efficacy: 46%: PUSD 36% • Safe Learning Environment 84%: PUSD 58% (Fall 2024 administration)	Relationships: 60% • Emotion Regulation: 52% • Self-Efficacy: 52% • Safe Learning Environment: 85%	hips: +11% • Emotion Regulation: +13% • Self-Efficacy: +7% • Safe Learning Environment +9%
1.2	Campus Culture	• Club opportunities • Pathway annual certification: 2023 Distinguished for both performing arts and engineering.	• Pathway annual certification: Distinguished for both performing arts and engineering.	• Pathway annual certification: Distinguished for both performing arts and engineering.	• Pathway annual certification: Distinguished for both performing arts and engineering.	No change at Distinguished

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.3	CAASPP math distance from standard	• All: +12.9 above standard • EL: -54.9 below standard • LTEL: TBD • Hispanic: 85 students -11.4 points below standard • Disadvantaged: 82 students -6.6 points below standard (Dashboard: 2022-2023)	• All: -2.3 points below standard • EL: -73.8 points below standard • LTEL: <11 students • Hispanic: -17.2 points below standard • Disadvantaged: -21.4 points below standard (Dashboard: 2023-2024)	•All: -4.8 points below standard • EL: -83.1 points below standard • LTEL: <11 students • Hispanic: -27.1 points below standard • Disadvantaged: -21.1 points below standard (Dashboard: 2024-20245	Based on our TCOE provided projections to target district "High" status: +33 in Math in 2027	• All: -17.7 • EL: -28.2 • LTEL: <11 students • Hispanic: -15.7 • Disadvantaged: -14.5
1.4	CAASPP ELA distance from standard	• All: +114.2 • EL: +62 • LTEL: TBD • Hispanic: 85 students +98.8 points above standard • Disadvantaged: 82 students +97 points above standard (Dashboard: 2022-2023)	• All: +104.1 points above standard • EL: +45.9 points above standard • LTEL: <11 students • Hispanic: +90.6 points above standard • Disadvantaged: +90.1 points above standard (Dashboard: 2023-2024)	• All: +111.4 points above standard • EL: +27.5 points above standard • LTEL:<11 students • Hispanic: +100.4 points above standard • Disadvantaged: +105.2 points above standard (Dashboard: 2024-2025)	Based on our TCOE provided projections to target district "High" status: +120 in ELA in 2027	• All: -2.8 • EL: -34.5 • LTEL: <11 students • Hispanic: +1.6 • Disadvantaged: +8.2
1.5	Graduation Rate	• All: 98.3% • Hispanic: 100% • Disadvantaged: 98.9% 5 year graduation rate: 100%	• All: 100% • Hispanic: 100% • Disadvantaged: 100%	• All: 99.1% • Hispanic: 98.8% • Disadvantaged: 100%	Based on our TCOE provided projections to target district "High" status:	• All: +0.8% • Hispanic: -1.2% • Disadvantaged: +1.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(Dashboard: 2022-2023)	5 year graduation rate: 100% (Dashboard: 2023-2024)	5 year graduation rate: 100% (Dashboard: 2024-2025)	establish a minimum Dashboard graduation rate of 100% in 2027	5 year graduation rate: No change at 100%
1.6	English Learner Progress	• EL: 60.6%, Declined 6.1% from 2022 • LTEL (pending) (Dashboard: 2022-2023)	• EL: 53.8% • LTEL 54.2% (Dashboard: 2023-2024)	• EL: 56.7% • LTEL 55.6% (Dashboard: 2024-2025)	Based on our TCOE provided projections to target district "High" status: 70% of English Learners making progress by 2027	• EL: -3.9% • LTEL: +1.4%
1.7	EL Redesignation LTEL 6+ years	9th: 6 10th: 7 11th: 2 12th: 3 18 LTEL6+ students: 80.3% reclassified (Dashboard: 2022-2023)	9th: 6 10th: 8 11th: 3 12th: 3 20 LTEL6+ students: 83% reclassified (DataQuest: 2023-2024)	9th: 8 10th: 4 11th: 4 12th: 2 18 LTEL6+ students: 81% reclassified (DataQuest: (2024-2025)	18% redesignated	9th: +2 10th: -3 11th: +2 12th: -1 reclassified: +0.7%
1.8	Grade 11 EAP	ELA: 92.50% Math: 54.16% (2022-2023 DataQuest)	ELA: 88.89% Math: 50.43% (2023-2024 DataQuest)	ELA: 90.25% Math: 51.64% (2024-2025 DataQuest)	Maintain the proportional increase expectation to that of the district in mathematics. Maintain ELA percent >90% Math = 65%	ELA: -2.25% Math: -2.52%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.9	College and Career Ready	• All: 86.7% • EL: 84.6% • Hispanic: 90 students 90% prepared • Disadvantaged: 91 students 85.7% prepared (Dashboard: 2022-2023)	College & Career Ready • All: 91.5% • EL: 88.2% • Hispanic: 91.6% • Disadvant aged: 89.4% (Dashboard: 2023-2024)	College & Career Ready • All: 92.9% • EL: 71.4% • Hispanic: 90.0% • Disadvant aged: 92% (Dashboard: 2024-2025)	• All: 91% • Hispanic: 93% prepared • Disadvant aged: 89% prepared	• All: +6.2% • EL: -13.2% • Hispanic: No Change • Disadvant aged: +6.3
1.10	Advanced Placement*	Percent of graduating cohort College & Career prepared scoring a 3 or higher on two or more Advanced Placement exams* All 18.3% EL 0% SED 7.7% (Dashboard, Additional Reports 2022-2023)	Percent of graduating cohort College & Career prepared scoring a 3 or higher on two or more Advanced Placement exams* All 18.6% EL 0% SED 12.9% (Dashboard, Additional Reports 2023-2024)	Percent of graduating cohort College & Career prepared scoring a 3 or higher on two or more Advanced Placement exams* All 20.4% EL 0% SED 14.5% (Dashboard, Additional Reports 2024-2025)	All 20% EL 5% SED 10% (Dashboard, Additional Reports)	All +2.1% EL: No Change SED +6.8%
1.11	Graduating cohort students enrolled in: A-G* CTE completer* A-G & CTE completer*	Meeting A-G: • All 85.0% • SED 83.5% • EL 76.9% CTE Pathway Completion: • All 55.0% • SED 50.5% • EL 61.5% A-G & CTE Completion: • All 46.7%	Meeting A-G: • All 84.7% • SED 82.4% • EL 70.6% • LTEL 68.8% CTE Pathway Completion: • All 50.5% • SED 47.1%	Meeting A-G: • All 91.2% • SED 92% • EL 85.7% • LTEL 85.7% CTE Pathway Completion: • All 72.6% • SED 71.3% • EL 64.3%	Meeting A-G: • All 86% • SED 85% • EL 80% CTE Pathway Completion: • All 58% • SED 55% • EL 62% A-G & CTE Completion:	Meeting A-G: • All +6.2% • SED +8.5% • EL +8.8% • LTEL +16.9% CTE Pathway Completion: • All +17.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		• SED 41.8% • EL 53.8% (Dashboard, Additional Reports 2022-2023)	• EL 35.3% • LTEL 37.5% A-G & CTE Completion: • All 52.5% • SED 51.8% • EL 41.2% • LTEL 43.8% (Dashboard, Additional Reports 2023-2024)	• LTEL 64.3% A-G & CTE Completion: • All 67.3% • SED 66.7% • EL 64.3% • LTEL 64.3% (Dashboard, Additional Reports 2023-2024)	• All 47% • SED 43% • EL 54% (Dashboard, Additional Reports 2022-2023)	• SED +20.8% • EL +2.8% • LTEL +26.8 A-G & CTE Completion: • All +20.6% • SED +24.9% • EL +10.5% • LTEL +20.5%
1.12	CAST distance from standard for overall & SED*	Not Yet Reported on Accountability Dashboard 22-23 Dashboard Additional Reports - DataQuest (% Met or Exceeded Standard): • All 39.83% • SED 34.44%	2023-24 DataQuest (% Met or Exceeded Standard): • All 50.43% • SED 45.00%	2024-25 DataQuest (% Met or Exceeded Standard): • All 55.75% • SED 50.00% (Dashboard: 2024-2025)	22-23 Dashboard Additional Reports - DataQuest (% Met or Exceeded Standard): • All 40% • SED 38%	• All +15.92% • SED +15.56%

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.

During the previous year, Harmony implemented Goal 1 through a coordinated set of academic, social-emotional, and college/career readiness strategies aligned to the school's pathway model and student support systems. Implementation emphasized maintaining and expanding learning opportunities (including interventions and targeted supports for unduplicated students), continuing Linked Learning

pathway development and career exploration supports, and sustaining systems designed to strengthen student connectedness and mental health supports. Overall, the planned actions were carried out through existing site structures (pathways, academic supports, counseling/SEL systems, and EL/LTEL supports), with the main implementation challenges centered on ensuring consistent student participation in interventions and strengthening the intensity and follow-through of academic supports—particularly in mathematics and for English Learners—so that supports consistently translate into improved outcomes.

Action 1.1 — Fostering Excellence in Learning

- Fidelity of implementation: Expanded/maintained offerings and implemented academic interventions and progress monitoring routines, including structures such as Study Skills, Academic Center, and math tutorials.
- Implementation evidence: Staffing supports and intervention structures were used to target students performing at lower levels, with an emphasis on monitoring underperforming student groups and using incentives to encourage improvement.
- Challenges/successes: A key success was sustaining multiple academic support structures; an ongoing challenge is ensuring consistent student participation and sufficient intervention “dosage,” particularly for students needing the most intensive support.

Action 1.2 — Expanding College and Career Readiness

- Fidelity of implementation: Continued implementation of Linked Learning pathways and career exploration supports, including the use of technology tools to promote a career-connected lens.
- Implementation evidence: Pathway-related structures were sustained (including pathway planning and opportunities intended to strengthen certification, exploration, and readiness).
- Challenges/successes: A key success was maintaining readiness and pathway systems; an ongoing challenge is ensuring access and consistent participation for all student groups and maintaining alignment between pathway experiences and rigorous academic readiness outcomes.

Action 1.3 — Ensuring Social-Emotional Wellness

- Fidelity of implementation: Continued delivery of student support systems intended to strengthen mental health supports and student connectedness, including early identification and behavioral intervention routines.
- Implementation evidence: Ongoing use of student support/referral processes and monitoring tools to identify needs, provide check-ins, and connect students to counseling/SEL supports.
- Challenges/successes: A key success was sustaining multiple supports for student wellness and connectivity; ongoing implementation needs include ensuring consistent follow-through and timely intervention for students showing early warning signs.

Action 1.4 — EL and Long-Term English Learner Language Acquisition Program

- Fidelity of implementation: Continued implementation of ELD supports for EL/LTEL students and review of core and supplemental instructional materials; implemented intervention structures such as pull-outs and monitoring routines.
- Implementation evidence: Staff implemented targeted supports and monitoring to address language development needs, with ELPAC and program monitoring used as the primary progress checks.
- Challenges/successes: Ongoing challenges include strengthening consistency and instructional alignment so EL/LTEL supports translate into improved language progress and broader academic success across content areas.

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

There had been material differences between budgeted expenditures and estimated actual expenditures based on the foundation that any difference beyond 15% is considered a material difference. The following actions reflected those material differences, and an explanation on why is provided:

- Action 1.1 (Fostering Excellence in Learning): Action 1.1 was implemented as part of Harmony Magnet Academy's efforts to foster excellence in learning. While the action occurred, actual expenditures were lower than budgeted because music teacher salary costs were less than originally projected.
- Action 1.3 (Ensuring Social Emotional Wellness): Action 1.3 was implemented as part of Harmony Magnet Academy's efforts to ensure social-emotional wellness for students. While the action occurred, actual expenditures were lower than budgeted because the original budget included Vice Principal salary costs that were not ultimately charged to this action.
- Action 1.4 (LTEL Acquisition Program): Action 1.4 was implemented as part of Harmony Magnet Academy's efforts to support long-term English Learners through targeted intervention. The site expended the majority of the funds budgeted for this action; however, actual salary and benefit costs were less than originally anticipated, resulting in a material difference between budgeted and actual expenditures.

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

Action 1.1 — Fostering Excellence in Learning (Effectiveness: Mixed)
Academic outcomes show strong performance in ELA overall while mathematics trends indicate regression from baseline: CAASPP Math Distance from Standard shifted from above standard at baseline to below standard in Year 1 and remained below standard in Year 2, while CAASPP ELA Distance from Standard remained well above standard across the trend window. CAST outcomes (percent met/exceeded) show improvement from Year 1 to Year 2. Collectively, this suggests that academic supports are producing stronger results in literacy (and improving science outcomes), while mathematics needs stronger intensity/alignment to reverse the downward trend.

Action 1.2 — Expanding College and Career Readiness (Effectiveness: Effective)
Readiness indicators show positive movement across multiple measures: College & Career readiness increased from baseline through Year 2; AP 3+ on two exams increased for the overall cohort and for socioeconomically disadvantaged students (while EL remains at 0); A–G and CTE pathway completion increased in Year 2 (including improvement for EL in Year 2 compared to Year 1); and Grade 11 EAP remains strong overall for ELA (with mathematics showing less improvement relative to the target). Overall, the trend indicates the readiness structures are supporting increased "prepared" outcomes, with remaining opportunity to strengthen access and outcomes for English Learners in AP/advanced readiness indicators.

Action 1.3 — Ensuring Social-Emotional Wellness (Effectiveness: Highly effective)
The Student Success & Readiness Scorecard shows consistent improvement from baseline through Year 2 across the student-reported domains (sense of belonging, teacher-student relationships, emotion regulation, self-efficacy, and safe learning environment). This suggests the school's student support and connectedness systems are contributing to improved student experience and climate conditions that support learning.

Action 1.4 — EL and LTEL Language Acquisition Program (Effectiveness: Partially effective/mixed)

Language-related measures show mixed progress: EL Progress (ELPI) declined from baseline to Year 1 and improved in Year 2 (but remains below baseline), while LTEL progress increased modestly from Year 1 to Year 2. EL redesignation shows a substantial increase in Year 2 compared to baseline/Year 1. At the same time, some EL subgroup academic indicators are limited by small n-sizes (suppressed values), and EL AP readiness remains a continued challenge. Overall, results suggest progress in redesignation and partial recovery in EL progress, while continued strengthening is needed to stabilize EL progress and ensure language gains translate into sustained academic achievement and readiness 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.

No changes are being made to the Goal 1 goal statement, the metrics/targets, or the four actions for the coming year. Based on Year 2 reflections, Harmony will make implementation refinements within the current actions to strengthen consistency and impact—especially by requiring stronger participation and accountability in intervention supports, increasing structured collaboration time (including involving pathway teachers in common planning to identify and support struggling students), and expanding access to targeted academic supports such as Academic Saturday support, faculty office hours, and after-school tutoring. These refinements are intended to strengthen the intensity and consistency of academic supports (particularly in mathematics) and improve follow-through for students and student groups needing the most targeted assistance, while sustaining the school's strong pathway, readiness, and student support structures.

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	Fostering Excellence in Learning	Foster excellence and experiential learning through real-world opportunities including academics, arts, athletics, and activities to ensure growth for all students: • Increase offerings (courses, classes, clubs, etc.) that include: academics, arts, athletics and activities K-12 • Support staffing to support students performing at lower levels • Provide academic interventions focused on increasing ELA, mathematics and language development • incorporate incentive structures for improvement • Prioritize monitoring of student progress for unduplicated student groups to target resources for improvement LREBG: Improve instructional practice through coaching and professional development of staff in the area of English Language Arts and Math. LREBG funds supporting this action include $1,250 in 2026-27 and $5,000	$374,670.00	Yes

Action #	Title	Description	Total Funds	Contributing
		through the 2027-28 academic year.		
1.2	Expanding College and Career Readiness	Expand opportunities across all grade levels for college and career exploration awareness and advancement such as certifications, apprenticeships, college credits, dual enrollment and licensures: • Continue implementation of Linked Learning Pathways • Implement use of technology to increase fragment through a career lens LREBG: Improve instructional practice through coaching and professional development of staff in the area of Career and college readiness. LREBG funds supporting this action include $1,250 in 2026-27 and $5,000 through the 2027-28 academic year.	$82,407.00	Yes
1.3	Ensuring Social-Emotional Wellness	Ensure resources and supports are systematically and intentionally prioritized to support the social-emotional learning and mental health needs of all students: • Provide resources (staffing, programs, etc.) to support and address social-emotional learning and mental health needs of all students • Improve student connectivity to school by developing early identification, behavioral intervention, and strategic planning systems.	$310,918.00	Yes
1.4	EL and Long Term English Learner Language Acquisition Program	Supporting implementation of English language development programs for both EL and LTEL students. Investigate and improve both core and supplemental instructional materials. LREBG: Improve instructional practice through coaching, professional	$53,533.00	Yes

Action #	Title	Description	Total Funds	Contributing
		development of staff in the areas of English Language Arts and MTSS Tier II development. LREBG funds supporting this action include $1,250 in 2026-27 and $5,000 through the 2027-28 academic year.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Family and community engagement: Foster a collaborative culture among Harmony employees, families and communities by improving two-way communication. Foster meaningful relationships and create/maintain community partnerships.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

In alignment with Pillar 2 of our Strategic Plan, established with comprehensive input from our community at the close of the 2021-2022 School Year, our LEA has crafted a goal centered on fostering a collaborative culture of service. This goal is rooted in the belief that a responsive, inclusive, and supportive environment is fundamental to the wellbeing and success of our employees, families, and community members. It underscores our dedication to nurturing meaningful connections and partnerships that enrich the educational landscape. By continuously enhancing two-way communication, fostering deep and meaningful relationships, and creating community partnerships, we aim to construct a framework where every stakeholder feels valued, supported, and connected. These strategic actions are not just steps towards achieving our goal; they embody our commitment to building a community where collaboration and engagement are the cornerstones of educational excellence and community well-being. This approach is a direct response to the needs and aspirations voiced by our stakeholders, ensuring that our district remains a vibrant, interconnected community focused on empowering every individual through education.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Studer Parent Survey Overall Rating	Measuring communication, relationship with site pride in school facilities, resources, respect and fairness. 4.07 on a scale from 1	Measuring communication, relationship with site pride in school facilities, resources, respect and fairness. 4.17 on a scale from 1	Measuring communication, relationship with site pride in school facilities, resources, respect and fairness. 4.37 on a scale from 1	4.57 on a scale from 1 to 5. 60.75 respondents select a score of 5	+0.3 on a scale from 1 to 5. +15.82% selecting a score of 5

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		to 5. 43.75% respondents selected a score of 5 (2023-24 administration)	to 5. 47.35% of respondents selected a score of 5 (Fall 2024 administration)	to 5. 59.57% of respondents selected a score of 5 (Fall 2025 administration)		
2.2	Parent Institute for a Quality Education	38 parents enlisted in the PIQE program (2023-24 administration)	32 parents completed PIQE program (2024-25 Administration	51 parents completed PIQE program (2025-26 Administration)	52 parents enlist in the PIQE program	+13 parents completed PIQE program
2.3	Parent information and communication platforms	Aeries, Parent Square 99% participation, Naviance, Parent workshops (2023-24)	Full access to Aries, Parent Square @ 100%, Naviance, 5 parent workshops, Fall and Spring carnivals, Back to school night, Parent Suevey, WASC parent committee, SSC (2024-25)	Full access to Aries, Parent Square @ 100%, Naviance/CCGI, 5 parent workshops, Fall and Spring carnivals, Back to school night, Parent Suevey, SSC (2025-26)	Aeries, Parent Square 100% participation, Naviance, Parent workshops	+1%
2.4	Attendance*: Average Days Absent	Average Days Absent: • All: 8.4 • Hispanic: 8.4 • Asian: 6.9 • White: 8.6 (DataQuest 2022-2023)	Average Days Absent: • All: 8.2 • Hispanic: 8.4 • Asian: 6.6 • White: 8.1 (DataQuest 2023-2024)	Average Days Absent: • All: 8.7 • Hispanic: 9.1 • Asian: 3.5 • White: 8.3 (DataQuest 2024-2025)	Average Days Absent: • All: 6.9 • Hispanic: 7.4 • Asian: 5.9 • White: 7.6	• All: +0.3 • Hispanic: +0.7 • Asian: -3.4 • White: -0.3
2.5	Chronic Absenteeism*	Chronic Absenteeism: 8.3% (DataQuest 2022-2023)	Chronic Absenteeism: 9.3%	Chronic Absenteeism: 10.0%	Chronic Absenteeism: 2.9% to meet the pre-pandemic rate	+1.7% chronically absent

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			(DataQuest 2023-2024)	(DataQuest 2024-2025)		
2.6	High School Dropout Rate*	Dropouts reported at the high school grade level: 0	Dropouts reported at the high school grade level: 0	Dropouts reported at the high school grade level: 0	Dropouts reported at the high school grade level: 0	No change at 0
2.7	Suspension Rate (Dashboard 2023-2025)	Suspension Rate 2023 Dashboard: • All: 519 students 1% suspended at least one day Decline 0.4% • EL: 46 students 0% maintained • White: 102 students 0% maintained • Hispanic:378 students 1.3% suspended at least one day Decline 0.5% • Socioeconomically Disadvantaged: 369 students 1.4% suspended at least one day Decline 0.3% (CALPADS 1.14 2022-2023)	Suspension Rate 2024Dashboard: • All: 0.8% • EL: 0% • White: 0% • Hispanic:1.1% • Socioeconomically Disadvantaged: 1.1%	Suspension Rate: • All: 0.8% • EL: 0% • White: 0% • Hispanic:0% • Socioeconomically Disadvantaged: 0% (Dashboard 2024-25)	Less than 1% suspended at least one day	• All: -0.2% • EL: No change at 0% • White: No change at 0% • Hispanic: -1.3% • SED: -1.4%
2.8	Expulsion Rate*	Expulsion Rate: • All: 0 • EL: 0 • Foster: 0	Expulsion Rate: • All: 0 • EL: 0 • Foster: 0	Expulsion Rate: • All: 0 • EL: 0 • Foster: 0	Expulsion Rate: • All: 0 • EL: 0 • Foster: 0	• All: remains at 0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		• SED: 0 (DataQuest 2022-2023)	• SED: 0 (DataQuest 2023-2024)	• SED: 0 (DataQuest 2024-2025)	• SED: 0	• EL: remains at 0 • Foster: remains at 0 • SED: remains at 0

Goal Analysis [2025-26]

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

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

During the previous year, Harmony carried out Goal 2 by implementing a coordinated approach to strengthen family and community engagement through improved two-way communication, relationship-building structures, and community partnerships that connect learning to real-world experiences. Implementation emphasized consistent use of communication platforms and scheduled outreach, increasing opportunities for parent participation (including informational meetings and structured programs), and sustaining schoolwide relationship-building activities that support shared understanding of school goals. Overall, the planned actions were implemented, with successes in maintaining broad access to engagement tools and school events; however, continued challenges included ensuring consistent participation in key relationship-building programs and translating engagement activities into stronger attendance outcomes.

Action 2.1 — Improving Two-way Communication

- Fidelity of implementation: Continued communication routines and feedback systems (staff collaboration time, parent informational meetings, and use of platforms such as Aeries/Naviance/ParentSquare).
- Implementation evidence: Ongoing scheduled messaging, meetings (SSC/PIQE/parent workshops), and communication structures intended to improve responsiveness and maintain consistent outreach.
- Challenges/successes: A success was maintaining consistent communication channels; a continuing challenge is strengthening “two-way” engagement so outreach results in deeper dialogue and consistent participation among families facing the greatest barriers.

Action 2.2 — Fostering Relationships

- Fidelity of implementation: Implemented advisory group initiatives, workshops (SIS/FAFSA/college & career readiness), vertical articulation time, and partnerships (including PIQE) to build shared investment and participation.
- Implementation evidence: Relationship-building occurred through ASB activities, Link Crew, clubs/athletics, counseling and check-ins, Freshman Seminar, and teacher team-building and pre-referral interventions.

- Challenges/successes: The key challenge was increasing sustained participation in the most intensive relationship-building structures (notably PIQE) and ensuring relationship-building activities translate into improved attendance outcomes for students.

Action 2.3 — Building Community Partnerships

- Fidelity of implementation: Continued efforts to develop partnerships and increase community-connected opportunities (internships, mentorships, service projects, guest speakers), and expanded events/training supports.
- Implementation evidence: Maintained planning and coordination structures to support partnerships, increase pathway/PBL-related events, and provide training opportunities (e.g., Aeries).
- Challenges/successes: A success was sustaining broad platform access and school-community events; a challenge is ensuring partnership activities consistently reach students/families most impacted by engagement barriers and support attendance improvement.

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

There had been material differences between budgeted expenditures and estimated actual expenditures based on the foundation that any difference beyond 15% is considered a material difference. The following actions reflected those material differences, and an explanation on why is provided:

- Action 2.1 (Improving Two-way Communication): Action 2.1 was implemented as part of the school's efforts to improve two-way communication with families and increase parent participation. Expenditures exceeded the original budget because participation-related costs, including expenses associated with PIQE, were greater than anticipated.
- Action 2.2 (Fostering Relationships): Action 2.2 was implemented to support fostering relationships and improving student engagement. However, only a small portion of the budgeted funds were expended because attendance incentives were supported through other non-fiscal means.
- Action 2.3 (Building Community Partnerships): Action 2.3 was implemented as part of the school's efforts to build and strengthen community partnerships. During the year, related family and community engagement activities were supported primarily through coordinated parent engagement efforts reflected in Action 2.1. As a result, approximately 97% of the funds budgeted for Action 2.3 were not expended, creating a material difference between budgeted and actual expenditures.

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

Action 2.1 — Improving Two-way Communication (Effectiveness: Moderately effective)
Family perception of communication and school culture improved over time as reflected in the Studer Parent Survey Overall Rating (4.07 to 4.17 to 4.37) and an increase in the percent of respondents selecting the highest rating (43.75% to 47.35% to 59.57%), indicating meaningful improvement though still short of the Year 3 target.

Action 2.2 — Fostering Relationships (Effectiveness: Mixed/partially effective)
Results show improvement in relationship-building participation through PIQE completions (38 enlisted baseline; 32 completed Year 1; 51 completed Year 2), indicating increased participation in the most recent year. However, engagement barriers remain evident in attendance/chronic absenteeism trends, with average days absent increasing in Year 2 (All: 8.4 to 8.2 to 8.7) and chronic absenteeism

increasing across the cycle (8.3% to 9.3% to 10.0%), suggesting relationship-building strategies have not yet translated into improved attendance outcomes at scale.

Action 2.3 — Building Community Partnerships (Effectiveness: Effective for persistence and access; attendance remains an ongoing need) Persistence indicators remain strong with high school dropout maintained at 0 across baseline through Year 2, and discipline indicators are stable/low with suspension rates declining from baseline to Year 2 for key groups (e.g., All 1.0% to 0.8% to 0.8%, Hispanic 1.3% to 1.1% to 0%, SED 1.4% to 1.1% to 0%) and expulsion remaining at 0 across all groups. These results suggest the overall engagement/climate infrastructure remains strong, while attendance/chronic absenteeism trends indicate continued need to strengthen strategies that directly improve attendance behaviors.

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 changes are being made to the Goal 2 goal statement, the metrics/targets, or the three actions for the coming year. Based on Year 2 reflections, Harmony will refine implementation within the existing actions by strengthening attendance-focused engagement strategies alongside ongoing communication and relationship-building work. This includes increasing targeted outreach and follow-up for students with higher absence patterns, strengthening participation supports for parent programs (including PIQE and workshops), and continuing to expand student and parent access to college and career-connected opportunities and certifications (including use of external testing resources) to reinforce relevance, engagement, and persistence.

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	Improving Two-way Communication	Continuously develop and improve two-way communication between employees, families, and community: • Provide time for staff to reflect, discuss and develop plans that impact student learning which can be communicated with families and the community. • Conduct parent informational meetings (financial, scholarship, Site Council, ELAC, etc.) • Improve communication through platforms such as Naviance and Aeries	$85,000.00	Yes
2.2	Fostering Relationships	Foster meaningful relationships between employees, family and community:	$35,300.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Implement identified advisory group initiatives that foster shared understanding and investment in district goals • Implement programs and workshops (e.g., SIS, FAFSA, college & career readiness) designed to empower parents and community and increase participation. • Allocate time for vertical articulation (high school, middle school, structures that contribute to communication with families and community members • Partner with agencies (such as PIQE) to provide workshops LREBG: Improve meaningful relationships between employees, family and community through advisory group initiatives programs and workshops, vertical articulation and partner with agencies (such as PIQE) to provide parent workshops. LREBG funds supporting this action include $32,300 in 2026-27 and $32,300 through the 2027-28 academic year.		
2.3	Building Community Partnerships	Create community partnerships to engage in opportunities to strengthen learning and teaching: • Provide time and other resources to partner with local businesses to bring real-world experience (including internships, mentorships, community service projects, etc.) to students • Support efforts with higher education institutions to provide exposure to all students K-12, and to support high school student matriculation efforts • increase number of events (workshops on Pathways, Project-based learning, etc.) • Increase training opportunities (Aeries, etc.) • Recruit volunteers and guest speakers	$2,895.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Employee experience: Provide a responsive work environment where employees feel valued while recruiting, developing, retaining high quality staff. Provide professional development and advancement opportunities while promoting well-being and safety.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Rooted in the extensive stakeholder feedback that shaped our Strategic Plan at the close of the 2021-2022 School Year, our goal to provide a responsive work environment is a testament to our commitment to employee engagement, as underscored by Pillar 3 of the Strategic Plan. This initiative is crafted with the understanding that the success of our district hinges on the ability of our staff to connect, feel valued, and contribute meaningfully. By prioritizing the recruitment, development, and retention of high-quality staff who are aligned with our district's initiatives and goals, we lay the foundation for a culture of excellence and purposeful engagement.
Further, aligning our systems to enhance professional development and advancement opportunities ensures our employees possess the requisite knowledge, skills, and effectiveness to thrive. Additionally, promoting a culture of well-being and safety underscores our dedication to creating an environment where every employee can perform with excellence. This goal is not just an objective; it is a strategic response to the voiced needs of our community, reinforcing our unwavering commitment to fostering an environment where every staff member is empowered to excel.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Employee Experience Survey	Measuring Employee Satisfaction, connectedness, communication, access to resources, support, climate and belonging.(2023-24) Overall Mean Score 3.85 on a scale from 1	Measuring Employee Satisfaction, connectedness, communication, access to resources, support, climate and belonging.(Fall 2024)	Measuring Employee Satisfaction, connectedness, communication, access to resources, support, climate and belonging.(Fall 2025)	Overall Mean Score 4.65 on a scale from 1 to 5 55.55% respondents selected a score of 5 on the survey.	+0.37 on a scale from 1 to 5 and +8.9% responding a 5

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		to 5 40.55% respondents selected a score of 5 on the survey.	Overall Mean Score 4.33 on a scale from 1 to 5 with 57.68% respondents selected a score of 5 on the survey.	Overall Mean Score 4.22 on a scale from 1 to 5 with 49.45% respondents selected a score of 5 on the survey.		
3.2	Professional Development for advancement.	0% (2023-24)	AP, Project Lead the Way, Data protocol, AI, subject area training for 100% of staff received professional development in different areas. One staff member aspiring Administrator. (2024-25)	AP, Project Lead the Way, Data protocol, AI, subject area training for 100% of staff received professional development in different areas. One staff member aspiring Administrator. (2025-26)	33%	+100% of staff received professional development
3.3	Clear Credential FTE	Clear: 90% Out of field: 2.2% (2023)	Clear: 90% Out of field: 2.2% (2023)	Clear: 90% Out of field: 2.8% (2025)	Clear: 100% Out of field: 0%	Clear: no change Out of Field: +0.6%

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.

During the previous year, Harmony carried out Goal 3 by sustaining staffing supports and strengthening employee experience through recruitment and onboarding practices, structured professional learning opportunities, and workplace well-being and safety supports. Implementation emphasized maintaining recruitment/retention systems (including induction and recognition practices), delivering professional development aligned to instructional priorities and staff career stages, and continuing wellness and safety practices intended to support a positive workplace climate. Overall, actions were implemented across the year; however, implementation challenges included maintaining consistent follow-through in recognition and feedback routines, ensuring professional learning remains responsive to staff needs, and monitoring staffing credential/out-of-field indicators to ensure staffing quality remains aligned to long-term targets.

Action 3.1 — Staff Recruitment and Retention

- Fidelity of implementation: Recruitment, induction, and recognition systems were implemented to support staffing stability and employee experience.
- Implementation evidence: The school maintained strategies such as onboarding supports, recruitment structures, mentorship/partnership concepts, and staff recognition practices, including support for key classified roles.
- Challenges/successes: A success was sustaining systems that support retention and workplace support; challenges included strengthening the consistency of recognition/feedback practices and ensuring staffing quality indicators remain aligned to expectations.

Action 3.2 — Professional Development and Advancement

- Fidelity of implementation: Professional learning was delivered through structured training opportunities (internal and external), with emphasis on improving staff knowledge, skills, and effectiveness.
- Implementation evidence: Staff participated in PD in multiple topic areas (including instructional focus areas and emerging needs), and the school maintained advancement-related opportunities (e.g., support for staff pursuing leadership pathways).
- Challenges/successes: A success was sustained engagement in professional learning; ongoing implementation needs include continuing to differentiate PD to staff career stages and strengthening feedback loops so PD consistently translates into practice.

Action 3.3 — Employee Well-being and Safety

- Fidelity of implementation: Wellness and safety supports were maintained through promotion of district wellness resources and adherence to health and safety standards.
- Implementation evidence: The school continued wellness supports and maintained safety practices to support employee working conditions and climate.
- Challenges/successes: A success was continued implementation of safety and wellness supports; a challenge is ensuring these supports are consistently experienced as improving climate and support across staff roles.

Action 3.4 — Professional Development to Support English Learners and LTELs

- Fidelity of implementation: EL/LTEL-focused capacity-building was implemented through dedicated staffing support and targeted professional learning designed to strengthen instruction and monitoring for English Learners.
- Implementation evidence: The school maintained the planned approach of providing staff development and improved monitoring structures for EL/LTEL students, with an emphasis on building instructional practice in ELA and supports tied to redesignation.
- Challenges/successes: A success is maintaining dedicated focus on EL/LTEL instruction; a continuing challenge is ensuring PD participation and follow-through are sufficient to produce measurable improvements in EL instruction and student outcomes.

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

There had been material differences between budgeted expenditures and estimated actual expenditures based on the foundation that any difference beyond 15% is considered a material difference. The following actions reflected those material differences, and an explanation on why is provided:

- Action 3.1 (Staff Recruitment and Retention): Action 3.1 was implemented as part of the site's efforts to support staff recruitment and retention. Although substitute costs were higher than originally anticipated, total expenditures for the action were lower than budgeted due to reduced costs in other staffing-related areas.
- Action 3.4 (Professional Development for English Learners): Action 3.4 was implemented as part of the site's efforts to strengthen staff capacity to support English Learners. Expenditures exceeded the original budget because professional development activities were prioritized and implemented at a higher level than initially projected.

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

Action 3.1 — Staff Recruitment and Retention (Effectiveness: Moderately effective)
Employee experience improved from baseline to Year 1 and remained above baseline in Year 2 (Overall Mean Score 3.85 to 4.33 to 4.22), indicating positive movement in staff perception. However, credentialing/out-of-field indicators show mixed results (Clear Credential FTE maintained at 90% across reporting years while Out of Field increased from 2.2% to 2.8%), indicating a continuing need to strengthen staffing quality indicators even while employee experience remains positive.

Action 3.2 — Professional Development and Advancement (Effectiveness: Highly effective)
The professional development participation indicator moved from baseline to full implementation, reflecting that staff accessed professional learning across multiple topic areas and that the intended districtwide participation goal was met (baseline noted as 0%, with subsequent years indicating 100% of staff received professional development).

Action 3.3 — Employee Well-being and Safety (Effectiveness: Moderately effective / mixed)
Employee experience measures remained above baseline (Overall Mean Score 3.85 to 4.33 to 4.22), suggesting generally positive perception of climate and support; however, the Year 2 decline from Year 1 indicates the need to strengthen consistency of supports and follow-through so improvements are sustained over time.

Action 3.4 — Professional Development to Support English Learners and LTELs (Effectiveness: To be determined / insufficient outcome data)
While the action description reflects dedicated staffing and EL/LTEL-focused professional learning, the Goal 3 metric table does not include a direct outcome measure tied specifically to EL/LTEL training implementation or impact on instruction, limiting the ability to confirm effectiveness using measurable outcomes at this time.

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 changes are being made to the Goal 3 goal statement, the metrics/targets, or the four actions for the coming year. Based on Year 2 reflections, Harmony will focus on implementation refinements within the current actions by strengthening consistency and visibility of staff recognition and feedback routines, maintaining high-quality professional learning that is differentiated by staff needs and career stages, and strengthening monitoring of staffing quality indicators (credentialing and out-of-field assignment patterns). In addition, the school will continue building EL/LTEL staff capacity by strengthening follow-through routines so professional learning translates into consistent instructional practice and improved monitoring of student progress.

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	Staff Recruitment and Retention	Recruit, develop and retain high quality staff focused on district initiatives and goals: • Develop and support recruitment strategies (SOSA structure, recruitment fairs, college partnerships, mentorships, etc.) • Implement an induction program for new hires focused on successful integration and longevity. • Develop staff recognition and reward systems to retain high-quality staff and maintain a supportive work environment. • Support a Comp Ed Secretary through funding and training	$158,382.00	Yes
3.2	Professional Development and Advancement	Align our system to provide professional development and advancement opportunities to improve knowledge, skills and effectiveness: • Develop a structured professional development program focused on the varying needs and career stages of staff. • Support participation in both internal and external growth opportunities: workshops, seminars, conferences, advance degree programs, etc. • Integrate employee performance evaluation and feedback sessions with pathways to both improvement and advancement within the district. LREBG: Improve professional and advancement through both internal and external growth opportunities: workshops, seminars, conferences, advance degree programs, etc. Integrate employee performance evaluation and feedback sessions with pathways to both improvement and advancement within the district. LREBG funds supporting this action include $31,500 in 2026-27 and $31,500 through the 2027-28 academic year.	$494,163.00	Yes
3.3	Employee Well-being and Safety	Promote a culture of well-being and safety for all employees:	$2,100.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Promote the district-wide well-being program for physical, mental and emotional health that includes access to counseling services, wellness activities, and resources on work-life balance. • Ensure a safe working environment by adhering to health and safety standards.		
3.4	Professional Development to Support English Learners and Long Term English Learners	• Employ dedicated staff to increase staff capacity in supporting the academic development of Long Term English Learners and improve monitoring of student progress. • Participate in or provide staff development to address the unique needs of English Learners LREBG: Improve instructional practice through coaching, professional development of staff in the areas of English Language Arts and increase offerings of ELA support classes to promote redesignation LREBG funds supporting this action include $1,250 in 2026-27 and $5,000 through the 2027-28 academic year.	$1,250.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Resources & Operational Excellence: Provide maximum value to our community through efficient and effective operations and resource management.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Guided by the strategic plan established at the end of the 2021-2022 School Year and informed by comprehensive stakeholder feedback, our goal to provide maximum value to our community through efficient and effective operations and resource management embodies our commitment to operational excellence, as delineated in Pillar 4 of our Strategic Plan. This objective is foundational to our endeavor to ensure that every resource is aligned and utilized to foster environments conducive to teaching, learning, and community engagement.

By sustaining and developing reliable and efficient systems, we aim to meet the evolving needs of our students, employees, and families, ensuring that our operations support and enhance the educational experience. The commitment to maintaining safe and clean environments underscores our dedication to creating spaces where education and community activities can thrive. Furthermore, our focus on creating and sustaining processes for resource alignment emphasizes our resolve to achieve not only operational efficiency but also to generate a positive and substantial impact on the Porterville Unified School District (PUSD) community.

This goal reflects our strategic approach to operational stewardship, ensuring that every decision and action is geared towards maximizing value for our community while upholding the principles of efficiency and effectiveness.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Development of the school safety plan	Plan completed on time (2023-2024 academic year)	Plan completed on time (2024-2025 academic year)	Plan completed on time (2025-2026 academic year)	Plan continues to be completed on time	No change with plan completed on time (2024-2025 academic year)
4.2	Sense of Safety & Connectedness Survey	• Panorama Student & Parent Survey	• Panorama Student &	• Panorama Student &	Students Survey sense of safety 87%	+11% of students indicate feeling safe at school.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		• Studer Staff Survey Neither the Panorama, nor the Studer surveys disaggregate student outcomes by student groups. Students: Panorama survey is administered to students in February to determine students' sense of safety, and is reported in two grade spans: 73% of students agree that student physical and psychological safety at school are a priority. Parents: Panorama survey is administered to parents in February to determine if parents have a sense of a safe environment for their child's learning. 4.21 out of a 1 to 5 scale. (2023-2024 administration)	Parent Survey • Studer Staff Survey Neither the Panorama, nor the Studer surveys disaggregate student outcomes by student groups. Students: Panorama survey is administered to students in the fall of 2024 to determine students' sense of safety: 79% of students indicate feeling safe at school. Parents: Studer survey is administered to parents in the fall of 2024 to determine if parents have a sense of a safe environment for their child's learning.	Parent Survey • Studer Staff Survey Neither the Panorama, nor the Studer surveys disaggregate student outcomes by student groups. Students: Panorama survey is administered to students in the fall of 2025 to determine students' sense of safety: 84% of students indicate feeling safe at school. Parents: Studer survey is administered to parents in the fall of 2025 to determine if parents have a sense of a safe environment for their child's learning.	Parents Survey sense of safe learning environment 4.78 out of a 1 to 5 scale	+0.32 out of a 1 to 5 scale of parents feeling safe

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			4.39 out of a 1 to 5 scale.	4.53 out of a 1 to 5 scale.		
4.3	FIT* Report conducted annually	At 95.97% systems in good repair, Harmony is reported at the "Good" rating (2023-2024 academic year)	At 95.97% systems in good repair, Harmony remains at the "Good" rating (2024-2025 academic year)	At 75% systems in good repair, Harmony remains at the "Good" rating (2025-2026 academic year)	At 96% systems in good repair, Harmony remains reported at the "Good" or "Excellent" rating	+0.03% change with Harmony in good rating. (2024-2025 academic year)

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.

During the previous year, Harmony carried out Goal 4 by focusing on operational excellence through responsive systems, safe and clean facilities, and improved resource management practices intended to maximize value for students, staff, and families. Implementation emphasized maintaining required safety planning processes, sustaining facility maintenance and hazard mitigation routines, and using feedback and communication systems to improve responsiveness to stakeholder needs. Overall, the planned actions were implemented across the year, with notable successes in sustaining safety planning and maintenance practices; key challenges included ensuring consistent follow-through on responsiveness systems when priorities shifted across actions and ensuring operational improvements are experienced consistently by stakeholders.

Action 4.1 — Responsiveness to Needs

- Fidelity of implementation: Feedback and communication systems were maintained to identify stakeholder needs and guide improvement efforts (surveys and platform supports).
- Implementation evidence: The school maintained communication and information management structures and continued using feedback tools to inform operational refinements.
- Challenges/successes: A success was sustaining core systems; a challenge was maintaining implementation priority and full execution of this action when focus shifted to safety/maintenance needs during the year.

Action 4.2 — Safe and Clean Environments

- Fidelity of implementation: Regular maintenance and safety practices were implemented, including safety checks, mitigation of hazards, and ongoing facility support for learning and community engagement.
- Implementation evidence: The school continued routine facility/grounds work and compliance-focused safety practices to maintain safe environments.

- Challenges/successes: A success was maintaining consistent maintenance and safety execution; ongoing challenges include sustaining staffing/operational capacity to keep maintenance needs on pace and ensuring safety improvements are visible and consistently experienced across stakeholders.

Action 4.3 — Aligning Resources
- Fidelity of implementation: Resource alignment work continued through processes intended to improve efficiency and positive impact, including consultant support, sustainability-related work, and facility/space alignment efforts.
- Implementation evidence: The school maintained continued attention to systems and processes intended to strengthen efficiency and operational stewardship.
- Challenges/successes: A key challenge is ensuring improvements are consistently measurable and that alignment efforts translate into observable service improvements for students, staff, and families.

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

There were no material differences between budgeted expenditures and estimated actual expenditures for actions in Goal 4 based on the foundation that any difference beyond 15% is considered a material difference.

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

Action 4.1 — Responsiveness to Needs (Effectiveness: Effective for operational compliance; limited for direct perception measure)
The school safety plan metric shows sustained success (completed on time in baseline and both outcome years). However, the safety/connectedness measures indicate that while perceptions improved year over year, the plan does not include a discrete, direct "feedback frequency" outcome tied specifically to responsiveness, making effectiveness more inferential from the broader perception measures.

Action 4.2 — Safe and Clean Environments (Effectiveness: Highly effective)
Safety perception outcomes improved from baseline to Year 2 for both students (73% to 79% to 84%) and parents (4.21 to 4.39 to 4.53 on a 1–5 scale), indicating improved stakeholder perception of safety and a positive learning environment.

Action 4.3 — Aligning Resources (Effectiveness: Mixed / needs continued improvement)
Facility condition remained at a "Good" rating across the cycle, but the systems-in-good-repair measure declined substantially in Year 2 (95.97% to 95.97% to 75%), indicating that resource alignment and facility condition work will require continued strengthening to reach the Year 3 target level.

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 changes are being made to the Goal 4 goal statement, the metrics/targets, or the three actions for the coming year. Based on Year 2 reflections, Harmony will focus on implementation refinements within the existing actions by strengthening follow-through on responsiveness systems (so feedback collection leads to visible improvements), maintaining the safety plan and safety practices with consistent

communication to stakeholders, and increasing emphasis on facility condition monitoring and timely maintenance response so the systems-in-good-repair measure improves and remains aligned to the Year 3 target.

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
4.1	Responsiveness to Needs	Sustain and develop reliable and efficient systems that respond to the needs of students, employees, and families: • Implement a feedback system that includes surveys, focus groups, student forms, employees and families to identify needs and areas for improvement • Support the maintenance, or update, to communication platforms, information management systems, survey systems, etc. to ensure they meet evolving needs of the school community • Invest in technology infrastructure and training to ensure systems meet current needs.	$6,158.00	Yes
4.2	Safe and Clean Environments	Provide safe and clean environments for teaching, learning and community engagement in our facilities and on our grounds: • Support the regular maintenance of district facilities and grounds to ensure they meet health and safety standards • Mitigate potential hazards in facilities and grounds through repair/replacement, safety checks, risk assessments, etc.	$494,449.00	Yes
4.3	Aligning Resources	Create and sustain processes to align resources to achieve efficiency and positive impact for the PUSD community: • Consultants • Sustainability initiatives • Buildings/Spaces	$78,091.00	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
$$1,647,378	$168,689

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
26.207%	0.000%	$0.00	26.207%

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:** Fostering Excellence in Learning **Need:** -Increase offerings (courses, classes, etc.) that include: academics, arts, and activities K-12 -Support staffing to support students performing at lower levels -Provide academic interventions focused on increasing ELA, Mathematics and Language	This action primarily focused on low income, English learners and Foster Youth students in that these students typically benefit from these supports. However, student groups performing at the lowest level on the Dashboard would also benefit.	Metrics: -CAASPP in ELA & Mathematics

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
	Development through our Study Skills, Academic Center & Math Tutorials -Support under-performing student groups **Scope:** LEA-wide		
1.2	**Action:** Expanding College and Career Readiness **Need:** The College & Career Indicator is at 86.7% with EL students at 84.6% and low income students at 85.7% which are below a 90% long term goal. **Scope:** LEA-wide	This action is focused on improving outcomes primarily benefiting low-income students, English learners, and foster youth, as these groups tend to face higher risks of not completing their education. This focus also extends to other student groups performing at the lowest two levels on the California School Dashboard, encouraging a more equitable and inclusive approach to educational success.	Metrics: -Concurrent & Dual enrollment -College & Career Indicators
1.3	**Action:** Ensuring Social-Emotional Wellness **Need:** Harmony has a 1% suspension rate with low-income students with a 1.4% suspension rate with a long term goal of 0.5% rate. **Scope:** Schoolwide	Student referrals, Panorama student survey, SS-ARS Crisis tip Center, Light Speed Notification System, student check-ins by staff, Peace at Harmony mental health program, 1 to 1 counselor meetings with students	Aeries SIS- intervention data dashboard
2.1	**Action:** Improving Two-way Communication **Need:**	Parent Square messaging, scheduled emails, classroom walk throughs, SSC meetings, PIQE meetings, Parent workshops, back to school	Studer staff, student and parent surveys

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
	Educational partner input through surveys and in-person sessions by parents, staff and students have indicated desired improvement in the area of communication. **Scope:** Schoolwide	presentations, regular staff meetings, website, message board, central calendar, rounding	
2.2	**Action:** Fostering Relationships **Need:** Community, parent and staff input through the development of the district's strategic plan, and subsequent opportunities, indicated the need to improve relationships between the community an families and schools. **Scope:** Schoolwide	ASB activities, Link Crew, Clubs, Athletics, 1 on 1 counseling, student check-ins, Freshman Seminar, teacher team building, pre referral teacher interventions	Studer student surveys, Aeries SIS intervention data dashboard, student outcomes
3.1	**Action:** Staff Recruitment and Retention **Need:** -Develop on-boarding process and support new staff -Develop staff recognition and regular positive feedback to retain high-quality staff and maintain a supportive work environment **Scope:** LEA-wide	This action is focused on improving outcomes primarily benefiting low-income students, English learners, and foster youth, as these groups tend to face higher risks of not completing their education. This focus also extends to other student groups performing at the lowest two levels on the California School Dashboard, encouraging a more equitable and inclusive approach to educational success.	Metric: -Staff Vacancies -Clear FTE

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
3.2	**Action:** Professional Development and Advancement **Need:** -Support teachers in learning and implementation of California Standards, and ELD, with the support of District Instructional Coaches and Administration -Develop a structured professional development program focused on the varying needs of staff -Support participation in both internal and external growth opportunities: workshops, seminars, conferences, etc. -Integrate employee performance evaluation and feedback sessions through rounding, etc. -Support collaboration and planning time including early release days for school-related matters. **Scope:** LEA-wide	This action is focused on improving outcomes primarily benefiting low-income students, English learners, and foster youth, as these groups tend to face higher risks of not completing their education. This focus also extends to other student groups performing at the lowest two levels on the California School Dashboard, encouraging a more equitable and inclusive approach to educational success.	Metric: -Professional Development Opportunities
3.3	**Action:** Employee Well-being and Safety **Need:** -Ensure a safe working environment by adhering to health and safety standards **Scope:** LEA-wide	This action is focused on improving outcomes primarily benefiting low-income students, English learners, and foster youth, as these groups tend to face higher risks of not completing their education. This focus also extends to other student groups performing at the lowest two levels on the California School Dashboard, encouraging a more equitable and inclusive approach to educational success.	Metric: -PUSD/Studer Employee Experience Survey
4.1	**Action:** Responsiveness to Needs	This action is focused on improving outcomes primarily benefiting low-income students, English	• Studer Parent Survey item on

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Through the development of the district's strategic plan, educational partner input through surveys and in-person sessions by parents, staff and students have indicated a desire to become more responsive to needs. **Scope:** LEA-wide	learners, and foster youth, as these groups tend to face higher risks of not completing their education. This focus also extends to other student groups performing at the lowest two levels on the California School Dashboard, encouraging a more equitable and inclusive approach to educational success.	regular feedback from school staff • District Services Studer Survey
4.2	**Action:** Safe and Clean Environments **Need:** Districtwide only 56% of students in grades 6-12 reported a perception that school as safe. **Scope:** LEA-wide	This action is focused on improving outcomes primarily benefiting low-income students, English learners, and foster youth, as these groups tend to face higher risks of not completing their education. This focus also extends to other student groups performing at the lowest two levels on the California School Dashboard, encouraging a more equitable and inclusive approach to educational success.	• Panorama (student) and Studer (parents & staff) survey items on safety • Facility Inspection Toolkit (FIT) report
4.3	**Action:** Aligning Resources **Need:** Focus group discussions (that included groups such as students, families, community partners, classified staff and certificated staff) along with group-specific surveys during the development of the district strategic plan indicated the need to clarify processes and aligning resources to positively enhance the operation of the organization as a whole and ultimately student experiences. Needs related to transportation, nutrition, facilities, etc.	This action is focused on improving outcomes primarily benefiting low-income students, English learners, and foster youth, as these groups tend to face higher risks of not completing their education. This focus also extends to other student groups performing at the lowest two levels on the California School Dashboard, encouraging a more equitable and inclusive approach to educational success.	- District Services Studer Survey

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
	became areas of focus for improved processes. **Scope:** LEA-wide		

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.4	**Action:** EL and Long Term English Learner Language Acquisition Program **Need:** Decrease the number of LTEL students **Scope:** Limited to Unduplicated Student Group(s)	Student interventions: Pull out, teacher monitor process	ELPAC testing

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.

Efforts to support foster youth, English learners, and low-income students at Harmony are supplemented by the district. PUSD allocates supplemental and concentration funds for continued improved and increased service and supports that are principally directed at English learners (EL), foster youth (FY), low income (LI) , and homeless pupils and will benefit all students. Harmony's unduplicated student percentage is 72%, and our student groups with the most persistent achievement gaps and the greatest need of support comprise even higher percentages of EL, FY and LI students. There is a need to provide systemic, coordinated, and targeted support and services at

Harmony for these focus students and student groups. The majority of these funds will continue to be spent on personnel that support student achievement, parent engagement, school environment, and college and career pathways. PUSD and Harmony will continue to provide enriched and enhanced learning opportunities for students of ELs, FY, LI, homeless, Native American, and students with disabilities at all grade levels, before, during, after, and Saturday School, including summer intervention. PUSD will maintain funding for personnel to meet the needs of all students Counselors, Psychologists, Nurses and behavioral intervention specialists. All academic support interventions are targeted and the teachers use data to analyze the students needs in reading, writing, math, or other subjects. The academic support interventions materials, instruction, and programs are research based. Teachers who are willing to provide academic support interventions must attend an annual meeting to review the expectations, procedures, student progress monitoring, and student outcomes, before they can start their academic support interventions. For Foster Youth and Homeless students we work with multiple community agencies to support the students with academic needs, transportation, mental health, and address the Resource Parents needs. Our Family Service Workers address all families needs and provide information as needed. The California Dashboard displays Harmony's performance level (color) which include: Chronic Absenteeism (Not reported), Suspension Rate (Green), Graduation Rate (Blue), College and Career Readiness (Very High), English Language Arts (Blue), Mathematics (Blue), English Learner Progress (Yellow) and Standard Met for (Parent and Family Engagement), (Local Climate Survey), (Teachers instructional Materials, Facilities), (Access to a Broad Course of Study) and (Implementation of Academic Standards). Harmony's Administration, district instructional coaches and teachers have used our Wednesday Meetings, Minimum Days and In-house staff development to increase use of data analysis, and instructional data support to monitor and inform instruction. Harmony also employs Pathway grad level teams on common prep to look at data and meet with students, who are "at risk", individually. Harmony believes that investing in teachers professional development supports student achievement. Harmony will maintain an active role in engaging parents and students within the school site and community. Harmony will communicate via Parent Square, parent newsletters, website, social media, handbooks, zoom meetings, and informational workshops to educate students and parents regarding the importance of college and career readiness and attendance. Provide school-based and centralized training, support, and resources for students, parents, and families of ELs, FY, LI, homeless and students with disabilities.

Additional Concentration Grant Funding

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

The first year following a school-closure period that extended approximately one year prior, presented students, parents, teachers and administrators a realization that support in terms of a transition would be beneficial. Educational partners reported patterns in the classroom related to behavior and social-emotional needs, patterns that are assumed to interfere with academic achievement and especially for foster youth, English learners, and low-income students. Additional staffing and a focus on interventions as a result of the additional concentration grant add-on funding primarily supports the action plan.

The district has also invested in a dedicated substitute structure (Substitutes on Special Assignment – SOSA) intended to help in various areas. These individuals provide greater likelihood for assigned teachers to participate in staff development, and participate in these opportunities themselves. Flexibility is afforded to site leadership on the most effective and efficient use of this staff group, including supporting instructional efforts in the classroom, and interventions. Additionally, the structure encourages potential pool of future applicants to the district.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	NA	1:64
Staff-to-student ratio of certificated staff providing direct services to students	NA	1:24

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	$6,286,142	$1,647,378	26.207%	0.000%	26.207%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$2,069,426.00	$68,800.00	$0.00	$41,090.00	$2,179,316.00	$2,035,448.00	$143,868.00

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	Fostering Excellence in Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Harmony Magnet Academy 9-12		$351,132.00	$23,538.00	$373,420.00	$1,250.00			$374,670.00	
1	1.2	Expanding College and Career Readiness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Harmony Magnet Academy 9-12		$81,157.00	$1,250.00	$81,157.00	$1,250.00			$82,407.00	
1	1.3	Ensuring Social-Emotional Wellness	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Harmony Magnet Academy 9-12		$310,486.00	$432.00	$310,918.00				$310,918.00	
1	1.4	EL and Long Term English Learner Language Acquisition Program	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Harmony Magnet Academy 9-12		$14,088.00	$39,445.00	$14,088.00	$1,250.00		$38,195.00	$53,533.00	
2	2.1	Improving Two-way Communication	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Harmony Magnet Academy 9-12		$85,000.00	$0.00	$85,000.00				$85,000.00	
2	2.2	Fostering Relationships	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Harmony Magnet Academy 9-12		$0.00	$35,300.00	$3,000.00	$32,300.00			$35,300.00	
2	2.3	Building Community Partnerships	All	No			All Schools		$0.00	$2,895.00				$2,895.00	$2,895.00	

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	3.1	Staff Recruitment and Retention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$158,382.00	$0.00	$158,382.00				$158,382.00	
3	3.2	Professional Development and Advancement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$462,663.00	$31,500.00	$462,663.00	$31,500.00			$494,163.00	
3	3.3	Employee Well-being and Safety	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$2,100.00	$2,100.00				$2,100.00	
3	3.4	Professional Development to Support English Learners and Long Term English Learners	English Learners	No			All Schools		$0.00	$1,250.00		$1,250.00			$1,250.00	
4	4.1	Responsiveness to Needs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$6,158.00	$6,158.00				$6,158.00	
4	4.2	Safe and Clean Environments	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$494,449.00	$0.00	$494,449.00				$494,449.00	
4	4.3	Aligning Resources	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$78,091.00	$0.00	$78,091.00				$78,091.00	

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
$6,286,142	$1,647,378	26.207%	0.000%	26.207%	$2,069,426.00	0.000%	32.920 %	**Total:**	$2,069,426.00
								LEA-wide Total:	$1,656,420.00
								Limited Total:	$14,088.00
								Schoolwide Total:	$398,918.00

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**	Fostering Excellence in Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Harmony Magnet Academy 9-12	$373,420.00	
1	**1.2**	Expanding College and Career Readiness	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Harmony Magnet Academy 9-12	$81,157.00	
1	**1.3**	Ensuring Social-Emotional Wellness	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Harmony Magnet Academy 9-12	$310,918.00	
1	**1.4**	EL and Long Term English Learner Language Acquisition Program	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Harmony Magnet Academy 9-12	$14,088.00	
2	**2.1**	Improving Two-way Communication	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Harmony Magnet Academy 9-12	$85,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.2	Fostering Relationships	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Harmony Magnet Academy 9-12	$3,000.00	
3	3.1	Staff Recruitment and Retention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$158,382.00	
3	3.2	Professional Development and Advancement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$462,663.00	
3	3.3	Employee Well-being and Safety	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,100.00	
4	4.1	Responsiveness to Needs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$6,158.00	
4	4.2	Safe and Clean Environments	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$494,449.00	
4	4.3	Aligning Resources	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$78,091.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$2,273,595.00	$1,688,860.00

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**	Fostering Excellence in Learning	Yes	$378,250.00	$193,381.00
1	**1.2**	Expanding College and Career Readiness	Yes	$80,703.00	$72,669.00
1	**1.3**	Ensuring Social-Emotional Wellness	Yes	$549,740.00	$281,746.00
1	**1.4**	EL and Long Term English Learner Language Acquisition Program	Yes	$80,408.00	$22,904.00
2	**2.1**	Improving Two-way Communication	Yes	$32,481.00	$84,467.00
2	**2.2**	Fostering Relationships	Yes	$103,000.00	$3,000.00
2	**2.3**	Building Community Partnerships	No	$2,086.00	$896.00
3	**3.1**	Staff Recruitment and Retention	Yes	$162,000.00	$123,165.00
3	**3.2**	Professional Development and Advancement	Yes	$482,378.00	$440,631.00
3	**3.3**	Employee Well-being and Safety	Yes	$2,100.00	$2,130.00

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	**3.4**	Professional Development to Support English Learners and Long Term English Learners	No	$16,500.00	$22,969.00
4	**4.1**	Responsiveness to Needs	Yes	$6,158.00	$6,021.00
4	**4.2**	Safe and Clean Environments	Yes	$305,261.00	$369,644.00
4	**4.3**	Aligning Resources	Yes	$72,530.00	$65,237.00

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)
$1,581,913.00	$1,992,689.00	$1,642,121.00	$350,568.00	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	Fostering Excellence in Learning	Yes	$363,250.00	$193,381.00		
1	1.2	Expanding College and Career Readiness	Yes	$65,703.00	$72,699.00		
1	1.3	Ensuring Social-Emotional Wellness	Yes	$549,740.00	$281,746.00		
1	1.4	EL and Long Term English Learner Language Acquisition Program	Yes	$14,088.00	$0.00		
2	2.1	Improving Two-way Communication	Yes	$32,481.00	$84,467.00		
2	2.2	Fostering Relationships	Yes	$3,000.00	$3,000.00		
3	3.1	Staff Recruitment and Retention	Yes	$162,000.00	$123,165.00		
3	3.2	Professional Development and Advancement	Yes	$416,378.00	$440,631.00		
3	3.3	Employee Well-being and Safety	Yes	$2,100.00	$2,130.00		
4	4.1	Responsiveness to Needs	Yes	$6,158.00	$6,021.00		
4	4.2	Safe and Clean Environments	Yes	$305,261.00	$369,644.00		
4	4.3	Aligning Resources	Yes	$72,530.00	$65,237.00		

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)
$6,026,564.00	$1,581,913.00	0.750%	26.999%	$1,642,121.00	0.000%	27.248%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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