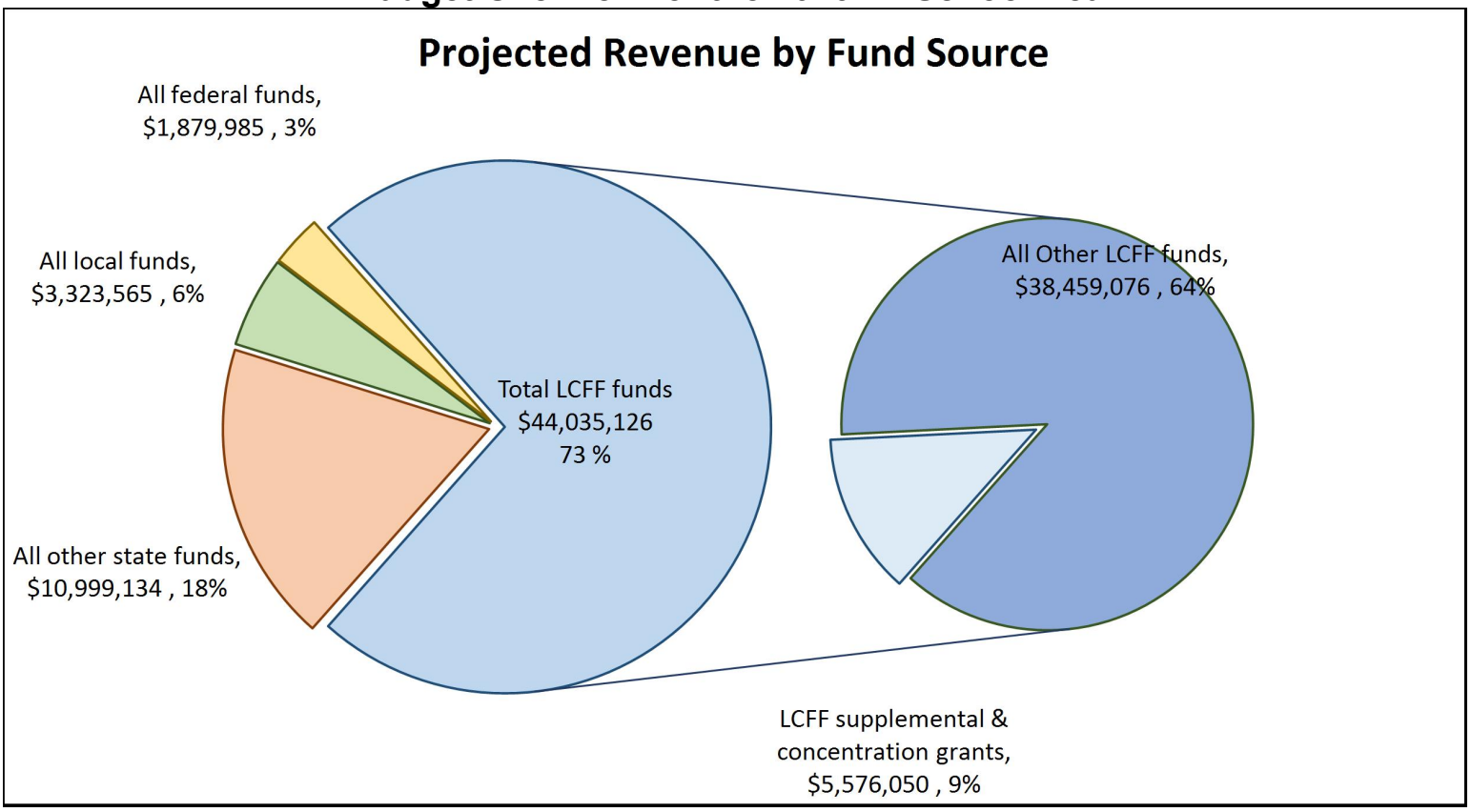
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Galt Joint Union Elementary School District
CDS Code: 34-67348
School Year: 2026-27
LEA contact information:
Lois Yount
Superintendent
lyount@galt.k12.ca.us
(209) 744-4555

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

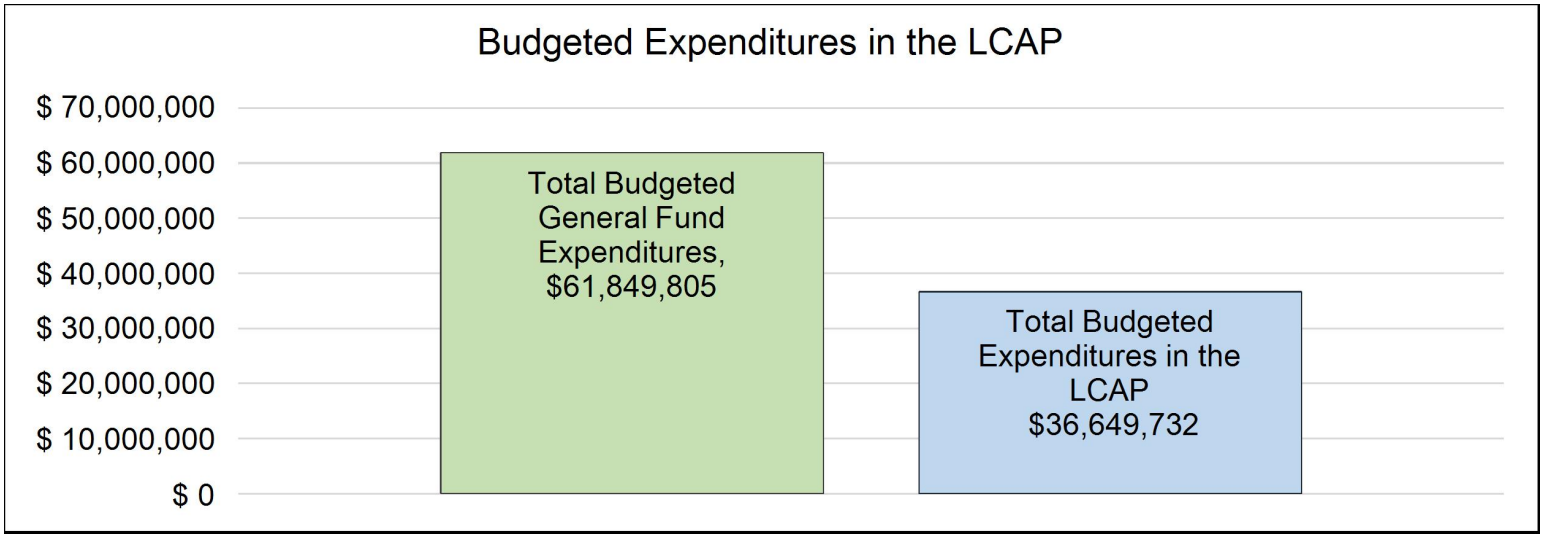


This chart shows the total general purpose revenue Galt Joint Union Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Galt Joint Union Elementary School District is $60,237,810, of which $44,035,126 is Local Control Funding Formula (LCFF), $10,999,134 is other state funds, $3,323,565 is local funds, and $1,879,985 is federal funds. Of the $44,035,126 in LCFF Funds, $5,576,050 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 Galt Joint Union Elementary School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Galt Joint Union Elementary School District plans to spend $61,849,805 for the 2026-27 school year. Of that amount, $36,649,732 is tied to actions/services in the LCAP and $25,200,073 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

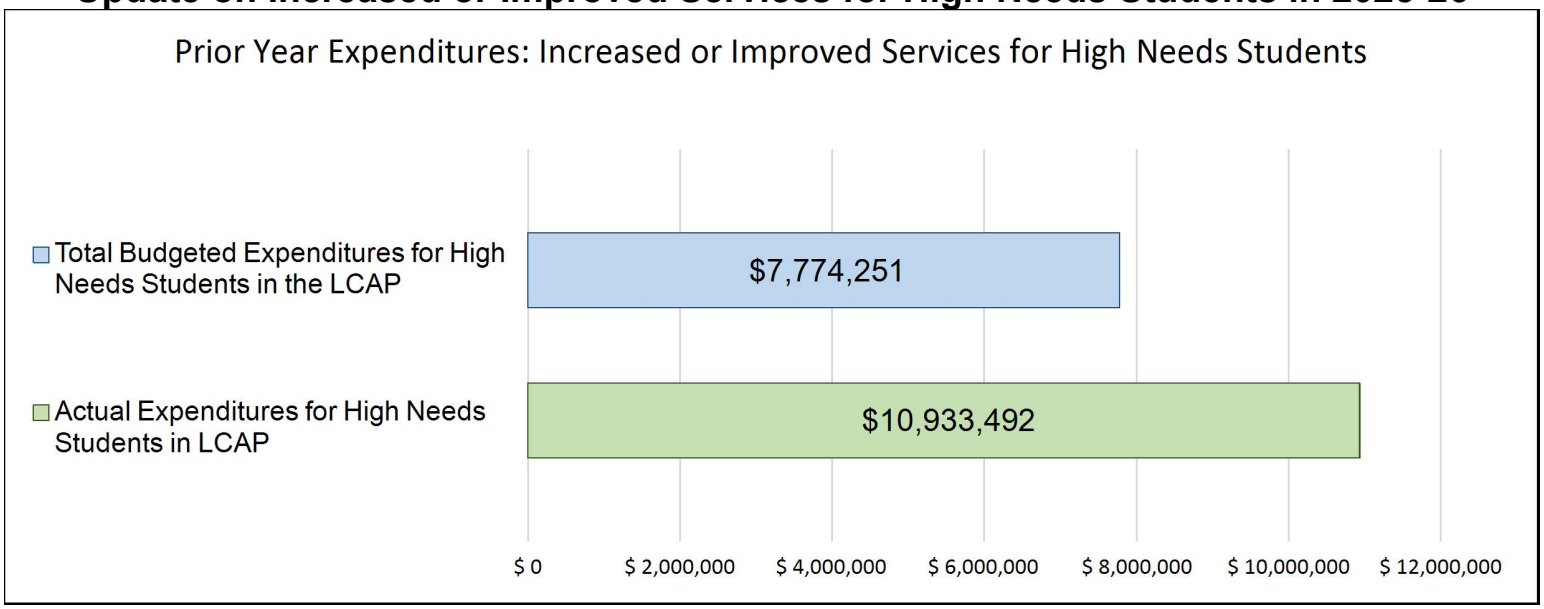
General Fund budget expenditures not included in the Local Control and Accountability Plan (LCAP) vary and include several operational costs necessary to maintain district functions. These expenditures may include additional facilities, custodial, and safety-related needs, as well as one-time grant-funded expenditures that are not fully reflected in the LCAP. While some areas may overlap with LCAP expenditures, the LCAP only reflects budgeted amounts tied to specific goals and actions, and additional associated costs may not be captured. For example, Proposition 28 expenditures may exceed the amounts reflected under Goal 2, Action 3 due to carryover funds and additional program-related costs. Additionally, certain districtwide expenditures are not included in the LCAP budget, such as district administrator salaries, office personnel, operational staff, supplies, utilities, and other general costs required to operate the district. These examples represent only a portion of the General Fund expenditures not specifically included in the LCAP.

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

In 2026-27, Galt Joint Union Elementary School District is projecting it will receive $5,576,050 based on the enrollment of Foster Youth, English learner, and low-income students. Galt Joint Union Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Galt Joint Union Elementary School District plans to spend $7,445,999 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 Galt Joint Union Elementary School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Galt Joint Union Elementary School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Galt Joint Union Elementary School District's LCAP budgeted $7,774,251 for planned actions to increase or improve services for high needs students. Galt Joint Union Elementary School District actually spent $10,933,492 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Galt Joint Union Elementary School District	Lois Yount Superintendent	superintendent@galt.k12.ca.us (209) 744-4555

Plan Summary [2026-27]

General Information

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

The Galt Joint Union Elementary School District (GJUESD) is committed to providing optimal learning opportunities for each and every child while focusing on the well-being and safety for all. The District's mission statement describes its instructional values and commitment to learning. The District's vision statement describes its core organizational values and long-term objectives.

GJUESD Mission Statement:
The mission of our school district is to promote growth and achievement through innovative educational programs that integrate personal strengths, social, emotional and academic learning for all children.

GJUESD Vision Statement:
Our schools create safe learning environments that provide equitable access to engaging opportunities for all children. We foster learning environments for collaboration, creativity and critical thinking to ensure children are successful in school and in their future.

GJUESD LCAP Goals:
1.Engaging all learners with a focus on academic rigor using inclusive practices in a variety of learning environments.
2.Promoting PreK-grade 8 whole learner development through social and emotional learning opportunities in a variety of safe and supportive environments.

GJUESD serves approximately 3,600 students in grades Preschool through 8th. The District operates seven school sites and employs approximately 550 staff members. The District is the largest employer in the city of Galt with a population of approximately 26,000. The ethnicity of our students are 63% Hispanic and 27% are White; 62% of our families qualify for free or reduced meals. 15% of our students are identified as English Learners, and 18% are Students with Disabilities.

As a District, we create learning experiences that support individual student strengths, talents and interests in the classroom and beyond. More than ever our educators see the need to support students' behavioral health and well-being; the learning experiences encompass a "Whole-Child" focus with embedded social and emotional support.

Reflections: Annual Performance

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

State Assessment Data Sets, Spring 2025

CA DASHBOARD:
All students in Grades 3-8 are administered state assessments for both English Language Arts (ELA) and Mathematics each spring. The goal is to show an increase of 10 points in the distance from the standard based on the 2025 Smarter Balanced Assessment Consortium (SBAC) results as shown on the Dashboard.

In the area of English Language Arts: (updated 2/10/2026)

All Students: GREEN 2.2 points above standard (Increased 7.2 Points): GROWTH

RED:
Long Term English Learners 72.4 points below standard (Maintained 1.5 Points)

YELLOW:
English Learners: 30.2 points below standard (Increased 9 Points) GROWTH
Hispanic: 12.6 points below standard (Increased 8.3 Points) GROWTH
Homeless: 33 points below standard (Increased 21.9 Points) GOAL MET
Socioeconomically Disadvantaged: 14 points below standard (Increased 8.5 Points) GROWTH
Students with Disabilities: 57.8 below standard (Increased 17.4 Points) GOAL MET

GREEN:
Two or More Races: 24.6 points above standard (Declined 11.7 Points) GOAL NOT MET
White: 22.3 points above standard (Increased 6.9 Points) GROWTH

BLUE:
Asian: 51.2 points above standard (Increased 5.1 Points) GROWTH

Filipino: 55.6 points above standard (Increased by 10.6 points) GOAL Met

In the area of Math: Updated 2/10/2026

All Students: YELLOW 28 points below standard (Increased 7.5 Points) GROWTH

RED:
Long Term English Learners: 139.1 points below standard (Declined 7.8) DECLINED

YELLOW:
English Learners: 57.8 points below standard (Increased 9.2 Points) GROWTH GOAL NEARLY MET
Homeless: 59.8 points below standard (Increased 10.9 Points)   GOAL MET
Students with Disabilities: 82 points below standard. (Increased 13.2 points) GOAL MET
Hispanic: 43.6 points below standard (Increased 10.5 points) GOAL MET
Socioeconomically Disadvantaged: 43.2 points below standard (Increased 9.2 Points) GROWTH, GOAL NEARLY MET

GREEN:
Asian: 30.9 points above standard (Increased 9 points) GROWTH
Filipino: 18.6 above standard (Declined 8.3 points) DECLINED
Two or More Races: 0.2 points below standard (Increased by 10.7 Points) GOAL MET
White: 6.6 points below standard (Increased by 3.1 points) GROWTH

In ELA: The following grade levels showed an increase in the percentage of students meeting or exceeding grade level standards from spring 2024 to spring 2025: updated 2/10/2026
2024 4th to 2025 5th: 10% increase
2024 5th to 2025 6th: 6% increase
2024 6th to 2025 7th: 4% increase
All Students:2024 to 2025, 2% increase

In Math: The following grade levels showed an increase in the percentage of students meeting or exceeding grade level standards from spring 2024 to spring 2025: updated 2/10/2026
2024 5th to 2025 6th: 7% increase
All Students: 2024 to 2025, 2% decrease.

In the area of Science (updated 4/22/2026): Science Points range from 0 the lowest possible score and 100 the highest possible score. The CA Dashboard refers to the District’s average scale score on the California Science Test (CAST).

All Students: Green: 53.9 points. The score of 53.9 places the District in the Green category (Level 4 out of 5). This is considered High performance, indicating that most students are meeting or exceeding the proficiency standards for science. Overall District average scored increased 2.1 points

Student Groups:
Long Term English Learners: RED 34.2 points (Declined by 5.3 points)
Students with Disabilities: ORANGE 37.7 points (Declined by 3.6 points)
Socioeconomically Disadvantaged: YELLOW 50.3 points (Maintained by 1.9 points)
English Learners: GREEN 45.8 points (Increased by 3.9 points)
Hispanic: GREEN 49.6 points (Increased by 2.3points)
Homeless: GREEN 49.1 points (Increased by 11.8 points)
White: GREEN 60.5 points (Increased by 3 points)

Local Data Assessments:

DISTRICT READING ASSESSMENTS (DRAs): (6/2/2026)
All students in Grades K-3 are administered DRAs to measure success towards reading foundational skills and reading at grade level by the end of 3rd grade. The annual goal is to increase the percentage of students who met all DRA targets by 10% from spring 2025 to spring 2026.

Grade Level Performance:

All Students meeting all DRA targets:
Kindergarten (Spring 2025) 74% met benchmarks; Spring 2026: 72% met all benchmarks
1st grade (Spring 2025) 56% met benchmarks; Spring 2026: 62% met all benchmarks.
2nd grade (Spring 2025) 62% met benchmarks Spring 2026: 63% met all benchmarks
3rd grade (Spring 2025) 53% met benchmarks: Spring 2026 64% met all benchmarks.
All Students 61% (2025) met benchmarks; Spring 2026 65% met all benchmarks.

Total District wide student groups progress from Spring 2025 to Spring 2026:
Hispanic: (Spring 2025) 58% met benchmarks; Spring 2026: 62% met all benchmarks
White: (Spring 2025) 66% met benchmarks; Spring 2026: 69% met all benchmarks
Socioeconomically Disadvantaged: (Spring 2025) 58% met benchmarks; Spring 2026: 61% met all benchmarks
English Learner: (Spring 2025) 47% met benchmarks; Spring 2026: 49% met all benchmarks
Students With Disabilities: (Spring 2025) 43% met benchmarks; Spring 2026: 40% met all benchmarks
RFEP: (Spring 2025) 69% met benchmarks; Spring 2026: 79% met all benchmarks

MEASURES OF ACADEMIC PROGRESS (MAP) | READING
All students in Grades 1-8 are administered MAP to measure success towards the application of reading comprehension.

Students in Grades 1-2 are administered MAP three times per year (fall, winter and spring) while students in Grades 3-8 are administered MAP only twice (fall and the winter). Students are expected to reach the 60th percentile in both reading and mathematics. The goal is to increase the percentage of students reaching the 60th percentile by 5% from winter 2025 to winter 2026 with each cohort.

Cohort Progress In Reading:
1st grade (Winter 2025): 49% to 2nd grade (Winter 2026): 61% GOAL MET
2nd grade (Winter 2025): 55% to 3rd grade (Winter 2026):60% GOAL MET
3rd grade (Winter 2025) 49% to 4th grade (Winter 2026): 48% DECLINED
4th grade (Winter 2025) 44% to 5th grade (Winter 2026): 48% GROWTH
5th grade (Winter 2025) 50% to 6th grade (Winter 2026) 53% GROWTH
6th grade (Winter 2025) 40% to 7th grade (Winter 2026)48% GOAL MET
7th grade (Winter 2025) 47% to 8th grade (Winter 2026): 54% GOAL MET

All Students: 2025: 48%; 2026: 52% GROWTH
Hispanic: 2025: 42%; 2026: 46% GROWTH
White: 2025: 57%; 2026: 61% GROWTH
Socioeconomically Disadvantaged: 2025: 42%; 2026: 47% GOAL MET
English Learners: 2025: 15%; 2026: 20% GOAL MET
Students with Disabilities: 2025: 23%; 2026 25% GROWTH
RFEP: 2025: 56%; 2026: 62% GROWTH

i-Ready Math: The i-Ready Diagnostic mathematics assessment is administered to all students in Grades K-8. The goal is to increase the percentage of students reaching the 60th percentile by 5% from Winter to Winter assessments. The following is the first year of implementation and will be used to determine growth Winter 2027.

All Students=42%
White= 53%
Hispanic= 34%
Low SES= 36%
Students with
Disabilities= 21%
Current English
learners= 18%
Reclassified ELs=44%

All students by grade
level:
K=37%
1st = 28%

2nd = 53%
3rd = 53%
4th = 40%
5th = 43%
6th = 48%
7th = 34%
8th = 38%
All Students=42%

English Language Proficiency:
When comparing 2024 ELPAC summative results to 2025 ELPAC summative results:

The data shows an increase in the percentage of students who scored a Level 4 (well developed English skills) for the following grade levels from 2024 to 2025:

2nd- 2%
5th-15%
7th-8%
8th-11%

Cohorts that demonstrated an increase in the percentage of students who scored a Level 4 from 2024 to 2025 (updated 4/13/2026)

1st grade: 8% to 2nd grade: 16%
4th grade: 22% to 5th grade: 31%
5th grade: 16% to 6th grade: 23%
7th grade: 40% to 8th grade: 60%

2025 English Learner Progress: EL students making progress towards English Language Proficiency: 52.7% (increased by 3.1%)

The reclassification percentage rate for 2024 was 29%: (190/648); 2024-2025 CALPADS Data: R-FEP TK-8 rate 19% (530/101)

CalSCHLS Survey Data:

Data from the 2026 CalSCHLS surveys was analyzed to reflect progress made on school climate, safety, motivation and well-being. Surveys are completed by students in grades 5-8, school staff and parents.

Staff Surveys: Goal of 50% or higher:
Areas of strength:
Elementary: High expectations-adults in school; Caring Adults; Student learning environment.

Middle School: Caring adult relationships, High expectations-adults in school; Is a safe place for staff
Area of focus: Elementary/Middle School: Student meaningful Participation; Student motivation, Staff working environment.

Parent Surveys: Goal: 50% of parents reporting "Strongly Agree"
Areas to highlight:
Elementary: School encourages me to be an active partner; Parents Feel welcome to participate at this school; School motivates students to learn; Teachers responsive to child's social and emotional needs
Middle School: Teacher's responsive to child's social and emotional needs; School provides parents with advice and resources to support my child's social and emotional needs.
Areas to focus: School actively seeks input from parents; Schools enforce rules equally; School promotes respect of cultural beliefs and practices.

5th and 6th grade Student Surveys: Goal is 80% reporting "Yes".
Areas to highlight: Academic motivation; Feel safe at school; Students treated with respect
Areas of focus: School connectedness; meaningful participation;

7th and 8th grade Student Surveys: Goal is 80% reporting "Yes".
Areas to highlight: High expectations from adults
Area to address: Students feel connected to school; Academic motivation, Caring adult relationships.

Chronic Absenteeism: UPDATED 2/10/2026

Fall 2025 CA Dashboard
% Chronically Absent

All Students:15.1% Declined 1.6% YELLOW

RED:
African American: 25% Increased 3.8%
Long Term English Learners: 28.3% Increased 2.4%

ORANGE
Homeless: 25.8% Declined 0.7%
Students with Disabilities: 23.8% Declined 0.8%

YELLOW:
English Learners: 11.9% Declined 4.4%
Socioeconomically Disadvantaged:17.8% Declined 1.2%
Hispanic: 15.7% Declined 2%

White: 14.4% Declined 2%
Filipino:10% (Maintained 0.4)
Two or More Races 10.9%. Declined 0.7%

While the district continues to see significant declines in Chronic Absenteeism rates, the data highlights specific student groups that require targeted attention: Long-Term English Learners, African American students, Students with Disabilities, Socioeconomically Disadvantaged, and Homeless students; the district will continue to allocate resources to address barriers and the unique challenges these populations face.

Suspension Rates: Updated 2/10/2026

Fall 2025 CA Dashboard: Percent Suspended at Least 1 Day

All Students: 2.9% GREEN Declined 0.3%

RED:
Homeless-5.7% Increased 2.3%

ORANGE:
Filipino:6% Increased 4%
White: 3.6% Increased 0.3%
Long Term English Learners: 6.6% Declined 6.8%
Students with Disabilities: 4.7% Increased 1.9%

YELLOW:
Asian: 0.8% Increased 0.8%
Socioeconomically Disadvantaged: 3.1% Declined 0.5%
African American: 5.6% Declined 6.6%

GREEN
English Learners: 1.2% Declined 1.5%
Hispanic: 2.7% Declined 0.7%
Two or More Races 1.6% Declined 1.8%

The overall suspension rate has slightly decreased, indicating progress in reducing suspensions across all students. Specific student groups that saw a significant decrease in suspension rates included: Long Term English Learners, African American, English Learners and Students With Disabilities. Decrease in suspension rates were also seen in the student groups of Two or More Races and Hispanic.

Each school site has been allocated a counselor or school social worker with additional Mental Health Clinicians provided by Sacramento County Office of Education. School sites are at different stages of PBIS implementation; Greer Elementary received additional Behavioral

Analyst support to strengthen their MTSS behavioral systems. Community partners, such as Turning Point provide family services throughout the district and travel to individual school campuses, additional family access to services has been provided through Care Solace.

Teacher Assignment Monitoring Outcome data (Available data: 2023-2024)

CA Dashboard DATA: Galt Joint Union Elementary has 169.1 Full Time Equivalency Teaching Positions.; 86.9% percentage of full-time equivalent teachers are Fully Credentialed (Preliminary or Clear) for Subject and Student Placement (properly assigned). This is considered Above average in comparison to statewide averages. The remaining staff members make up Interns; teachers that hold Short Term Staff Permits, Emergency PK-3 Permits, Limited Assignment Permits, Variable Term Waivers, or General Education Limited Assignment Permits.

Practices that supported increased positive outcomes include:

Intentionally sharing best practices amongst grade levels; PLC calibration
Continued grade span PD sessions dedicated to math; data reflection and planning in all subject areas
Continued focus on school culture and positive engagement of all stakeholders.
Continue to implement Building Thinking Classrooms strategies and AVID Implementation
Follow pacing and complete Benchmark and CMC
DRA testing up/IRL for Benchmark small group placement
Implement SIPPS and Benchmark whole group and small group instruction; all grades are staying on pace with their whole group SIPPS lessons.
PDSA
Small group instruction for Benchmark
Administration walkthroughs and checking standards and expectations
SIPPS whole class instruction done by teacher and intervention done with IAs with teachers tracking mastery test growth/data to be done with purpose as a way to ensure that interventions are working.
Student Chronic Absenteeism is down to below Pre-COVID numbers!
MTSS process - identification and providing of intervention services is going well
Decrease in suspensions and behavioral incidents-middle school
Training for Yard Supervisors

Challenges:
Chronic Absenteeism
Behavioral challenges
Increase in students with communication and languages challenges.

GJUESD identified the following Student Groups that were RED (lowest performance level) on one or more state indicators on the 2023 California School Dashboard:

English Learner in the area of Suspension; RED 3.8% suspended at least one day
Hispanic in the area of Suspension; RED 4% suspended at least one day
Homeless in the area of Suspension: RED 8.1% Suspended at least one day.
Socioeconomically Disadvantaged in the area of Suspension: RED 4.7% suspended at least one day.

Schools within GJUESD that received the lowest performance level (RED) on the 2023 California School Dashboard for All Students:

McCaffrey Middle School in the area of Suspension; RED 10.6% suspended at least one day
Greer Elementary in the area of Suspension: RED 3.3% suspended at least one day

Student Groups within a school that received RED (lowest performance level) on the California School Dashboard:

Lake Canyon: Students with Disabilities in the area of Mathematics (106.8 below standard)

McCaffrey Middle School: Students with Disabilities in the area of ELA (97.9 below standard), Mathematics (144.7 below standard), Chronic Absenteeism (42% chronically absent) and Suspension (17.4% suspended at least one day);

Socioeconomically Disadvantaged- Chronic Absenteeism (35.3% chronically absent) and Suspensions (13.4% suspended at least one day); English Learners-Suspension (15.8% suspended for at least one day); Hispanic-Suspension (12.2% suspended at least one day); White-Suspensions (9.5% suspended at least one day)

Valley Oaks: Homeless-Suspension (7.1% suspended at least one day); White-Suspension (8.6% suspended at least one day)

Greer: Hispanic in the area of Suspension (3.6% suspended at least once a day); Socioeconomically Disadvantaged in the area of Suspension (4.3% suspended at least one day)

GJUESD has unexpended LREBG funds:

Based on a comprehensive needs assessment that included review of multiple data sources, such as the California Dashboard and local assessment data, LREBG funds are being used to support improvement efforts in English Language Arts (ELA), Mathematics, and the reduction of Chronic Absenteeism.

Data identified Students with Disabilities, English Learners, Socioeconomically Disadvantaged students, Hispanic students, Homeless students, and Long-Term English Learners (LTELs) as student groups needing additional support, demonstrating Low/Very Low performance in ELA and Mathematics and/or High/Very High Chronic Absenteeism rates.

GJUESD has $206,054 for the 25/26 and $206, 054 for the 26/27 school years.

The District will continue to use these funds to support LCAP Goal 1 Action 1.4 and Action 1.10
Funding will support administrative capacity-building by providing instructional leadership, coaching, and professional development focused on curriculum, instruction, assessment, and data analysis to strengthen principals' and teachers' ability to address student learning needs. This additional support provided will build the capacity of new administrators and expanded professional learning aligned with evidence-based practices to accelerate academic recovery for pupils impacted by pandemic-related learning loss. The work aligns with allowable uses under the Learning Recovery Emergency Block Grant (LREBG), including providing professional development and coaching, enhancing instructional supports, and strengthening the use of diagnostic, progress-monitoring, and benchmark assessment practices to improve pupil achievement and guide targeted interventions across schools
This targeted use of resources reflects the District's commitment to improving equitable outcomes for identified student groups and ensuring that actions and services are responsive to student performance data and school-site needs.

Reflections: Technical Assistance

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

Galt Joint Union Elementary School is not eligible for Year 1 Differentiated Assistance (DA) based on the 2025 California School Dashboard, but remains eligible for Year 2 DA support based on the 2024 Dashboard for Long Term English Learners (LTEL) in areas of academics (Pupil Achievement Priority 4) and suspensions (School Climate Priority 6)

In an effort to reduce the number of LTELs, GJUESD has created a committee which includes two administrators and six teachers from McCaffrey Middle and Valley Oaks Elementary. So far, the group has held two internal meetings and participated in three sessions at SCOE. These meetings have focused on addressing the issue of Long-Term English Learners (LTELs), and through analyzing data on academic achievement, the team decided to develop a process for identifying and supporting at-risk English Learners (ELs) to prevent them from becoming LTELs.

As part of this effort, a voluntary session on the needs of LTELs was provided during a Take Away Tuesday to all district educators. Looking ahead, the team plans to continue developing a stronger identification and prevention process throughout the school year and into the next. There is a clear need for more professional development for teachers, especially around EL identification, reclassification criteria, and ELD instruction. Strengthening collaboration and understanding between elementary and middle school teachers regarding EL instruction is also a key priority.

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
District Advisory Committee	Meetings were scheduled late afternoon to support parent participation. Priorities, discussions and feedback on the following: budget feedback; budget feedback; transportation, state assessments, local assessments, curriculum adoption and pilot updates, Prop 28 Arts and Music Grant, Summer Programs and enrollment. January 8, 2026; March 12, 2026; April 16, 2026; May 14, 2026.
District English Language Learner Committee	Feedback session conducted in Spanish. Meetings were scheduled late afternoon to support parent participation. Priorities, discussions and feedback on the following: budget feedback; transportation, state assessments, local assessments, curriculum adoption and pilot updates, Prop 28 Arts and Music Grant, Summer Programs and enrollment January 8, 2026; March 12, 2026; April 16, 2026; May 14, 2026.
Special Education Parent Advisory Committee	Discussions and feedback mirrored DAC and DELAC meetings with an additional focus on meeting the needs of students with Disabilities. January 22, 2026, March 19, 2026, and May 21, 2026
Principals/Assistant Principals	Monthly admin meetings discuss student performance on local and state assessments and parent surveys; review LCAP goal areas, metrics and actions.

Educational Partner(s)	Process for Engagement
Board of Trustees	Regular monthly reports with feedback on LCAP goal progress (SBAC and ELPAC results, Dashboard and local assessment data, chronic absenteeism and CalSCHLS data)
Special Education Local Plan Area (SELPA)	SELPA Director was emailed draft LCAP for feedback;
Labor bargaining groups-GEFA and CSEA	Both union bargaining groups were emailed the draft LCAP actions and goals with opportunity to provide feedback,
Student groups	Discussions and feedback with student groups across the elementary campuses.
Parent, Community, School Staff	Draft LCAP goals/actions were emailed to parents, school staff and school community with a link for feedback; during the month of May 2026; Public hearing June 16, 2026 and LCAP adoption June 17, 2026

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

Numerous educational partner (DAC, DELAC, GEFA, CSEA, Board of Trustees, Special Education PAC, SELPA, student groups) feedback sessions provided direction for the district for the annual LCAP review.

The District's response to comments after each of the LCAP feedback sessions supports the revision of the LCAP. Parent LCAP feedback sessions were conducted in both English and Spanish. Late afternoon sessions were provided to support parent participation. Parents/caregivers participating in the meetings represented all of our unduplicated learner groups including including English Learners, Low Socioeconomic students, Foster youth and Special Education.

LCAP addresses the following Educational Partner feedback:

1. Strong parent and school collaboration
2. Strong student-teacher relationships
3. Teacher support
4. Social, Emotional and Behavioral Supports
5. Engaging curriculum
6. Interventions
7. Smaller classes
8. High-Quality Teaching and Professional Development
9. Student Behavior, Accountability, and Family Support
10. Increased staffing and classroom support.
11. Increase supervision in key areas.
12. Proactive safety measures (drills and procedures, CatapultEMS trainings)

13. Physical security and campus control (secured perimeters, controlled access,expanding visible GPD presence-particularly with traffic safety)
14. Robust extracurricular activities and clubs
15. Active, hands-on, and engaging lessons with diverse teaching strategies
16. Clear communication and opportunities for involvement
17. Flexible opportunities for working families
18. Language access and inclusivity
19. Hybrid and digital options to attend events
20. GATE activities increased/improved
21. Meaningful, real-world learning and interactive curriculum

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Engaging all learners with a focus on academic rigor using inclusive practices in a variety of learning environments.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

1. GJUESD strives to meet the diverse needs of every student through impactful teaching practices, high standards, equitable resources and standards-aligned curriculum. The District is committed to providing teachers, specialists and support staff high-quality professional development to meet the needs of all students. Local and state assessment data demonstrates the need to close the achievement gap for Students with Disabilities, English Learners and Homeless.

2. Input from educational partners has identified a need to adopt a math standards-aligned curriculum that is rigorous and accessible to all student groups. Professional development will continue to be provided in the area of math instruction.

3. To ensure English Learners and Long Term English Learners have access to curriculum and instruction, the District will support further development and implementation of research-based English Language Development instructional strategies.

4. The District is committed to engaging learners by providing more opportunities and student choice. Middle school students will have more opportunities for exploratory classes (Spanish, Art and Agriculture) and elementary students will be provided more opportunities in the area of art and music. Educational Partners have expressed the need to provide enrichment or learning opportunities outside the classroom.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	The number of all K-3rd grade students meeting/exceeding all benchmarks on the District Reading Assessments (DRA) will increase by 10% each year until 80% proficiency is reached; thereafter, a 80% proficiency rate will be maintained.	Spring 2024 DRA Kinder=74% 1st grade=54% 2nd grade=54% 3rd grade=54% All Students: 59% White: 65% Hispanic:56 % Low SES: 54% Students with Disabilities: 38% English Learners:49% Reclassified ELs: 75%	Spring 2025 DRA Kinder=74% 1st grade=56% 2nd grade=62% 3rd grade=53% All Students: 61% White: 66% Hispanic:58 % Low SES: 58% Students with Disabilities: 43% English Learners:47% Reclassified ELs: 69%	Spring 2026 DRA Kinder=72% 1st grade=62% 2nd grade=63% 3rd grade=64% All Students: 65% White: 69% Hispanic: 62% Low SES: 61% Students with Disabilities: 40% English Learners:49% Reclassified ELs: 79%	Spring 2027 DRA Kinder=80% 1st grade=80% 2nd grade=80% 3rd grade=80% All Students: 80% White: 80% Hispanic: 80% Low SES: 80% Students with Disabilities: 68% English Learners:79% Reclassified ELs: 80%	Difference from baseline: Kindergarten -2% 1st Grade=+8% 2nd Grade_+9 3rd Grade=+10% All Students=+6% Student Group Growth White=+4% Hispanic=+6% Low SES=+7% Students with Disabilities=+2% English Learners=0% Reclassified ELs= +4%
1.2	The number of 1st-8th grade students in each student group meeting/exceeding the 60th percentile for math on winter MAP will increase at least 5% each year. Will be discontinued for 2025-2026 school year	MAP Math Winter 2024: Total 1st-8th grade student groups meeting/exceeding the 60th percentile: All Students: 44% White: 54% Hispanic: 36% Low SES: 37% Students with Disabilities: 28% English Learners:23% Reclassified ELs: 44%	MAP Math Winter 2025: Total 1st-8th grade student groups meeting/exceeding the 60th percentile: All Students: 50% White: 60% Hispanic: 43% Low SES: 45% Students with Disabilities: 31% English Learners:27%	Metric Discontinued	MAP Math Winter 2027: Total 1st-8th grade student groups meeting/exceeding the 60th percentile: All Students: 59% White: 69% Hispanic: 51% Low SES: 52% Students with Disabilities: 43% English Learners: 38%	Difference from Baseline Year 1 from Baseline (metric discontinued for Year 2) All Students: +6 White: +6% Hispanic: +7% Low SES: +8% Students with Disabilities: +3% English Learners:+4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		All Students by grade level: 1st: 51% 2nd: 58% 3rd: 54% 4th: 48% 5th: 35% 6th: 35% 7th: 37% 8th: 36%	Reclassified ELs: 49% All Students by grade level: 1st: 55% 2nd: 70% 3rd: 57% 4th: 54% 5th: 42% 6th: 43% 7th: 36% 8th: 47%		Reclassified ELs: 59% All Students by grade level: 1st: 66% 2nd: 73% 3rd: 69% 4th: 63% 5th: 50% 6th: 50% 7th: 52% 8th: 51%	Reclassified ELs: +5% All Students by grade level: 1st: +4% 2nd: +12% 3rd: +3% 4th: +6% 5th: +7% 6th: +8% 7th: -1% 8th: +11%
1.3	The number of Kinder-8th grade students in each student group meeting/exceeding the 60th percentile for math on winter i-Ready will increase at least 5% each year.	"0 - New Metric 2025-26"	No data, new metric added	Baseline i-Ready Winter 2026: All Students=42% White= 53% Hispanic= 34% Low SES= 36% Students with Disabilities= 21% Current English learners= 18% Reclassified ELs=44% All students by grade level: K=37% 1st = 28% 2nd = 53% 3rd = 53% 4th = 40% 5th = 43%	Expected Outcomes All Students=47% White= 58% Hispanic= 39% Low SES= 41% Students with Disabilities= 26% Current English learners= 23% Reclassified ELs=45% All students by grade level: K=42% 1st = 33% 2nd = 58% 3rd = 58% 4th = 45%	Baseline "0" i-Ready Winter 2026: All Students=42% White= 53% Hispanic= 34% Low SES= 36% Students with Disabilities= 21% Current English learners= 18% Reclassified ELs=44% All students by grade level: K=37% 1st = 28% 2nd = 53% 3rd = 53%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				6th = 48% 7th = 34% 8th = 38%	5th = 48% 6th = 53% 7th = 39% 8th = 43%	4th = 40% 5th = 43% 6th = 48% 7th = 34% 8th = 38%
1.4	The number of 1st-8th grade students in each student group meeting/exceeding the 60th percentile for reading on Winter MAP will increase at least 5% each year. Metric will be discontinued for 2026-2027 school year.	MAP- READING Winter 2024 Total 1st-8th grade student groups meeting/exceeding the 60th percentile: All Students= 45% White= 57% Hispanic= 38% Low SES= 38% Students with Disabilities= 23% Current English learners= 17% Reclassified ELs=54% All students by grade level: 1st = 47% 2nd = 44% 3rd = 49% 4th = 46% 5th = 41% 6th = 40% 7th = 46% 8th = 45%	MAP Reading Winter 2025: Total 1st-8th grade student groups meeting/exceeding the 60th percentile: All Students= 48% White= 57% Hispanic= 42% Low SES= 42% Students with Disabilities= 23% Current English learners= 15% Reclassified ELs=56% All students by grade level: 1st = 49% 2nd = 55% 3rd = 49% 4th = 44% 5th = 50% 6th = 40% 7th = 47% 8th = 51%	MAP Reading Winter 2026 All Students=52% White= 61% Hispanic= 46% Low SES= 47% Students with Disabilities= 25% Current English learners= 20% Reclassified ELs=62% All students by grade level: 1st = 49% 2nd = 61% 3rd = 60% 4th = 48% 5th = 48% 6th = 53% 7th = 48% 8th = 54% Discontinued in 2026-2027	MAP- READING Winter 2027 Total 1st-8th grade student groups meeting/exceeding the 60th percentile: All Students= 60% White= 72% Hispanic= 53% Low SES= 53% Students with Disabilities= 38% Current English learners= 32% Reclassified ELs=69% All students by grade level: 1st = 62% 2nd = 59% 3rd = 64% 4th = 61% 5th = 56% 6th = 55% 7th = 61% 8th = 60%	Difference from Baseline: All Students= +7 White= +4 Hispanic=+8 Low SES= +9 Students with Disabilities= +2 Current English learners= +3 Reclassified ELs=+8 All students by grade level: 1st = +2% 2nd = +17% 3rd = +11% 4th = +2% 5th = +7% 6th = +13% 7th = +2% 8th=+9%
1.5	On the CA School Dashboard, all student	Fall 2023	Fall 2024:	Fall 2025	Fall 2026	Fall 2025:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	groups will demonstrate at least a 10 point increase towards meeting standards in mathematics each year.	CA Dashboard MATHEMATICS All students: YELLOW 32.6 points below standard White: YELLOW 9.7 points below standard Hispanic: YELLOW 49 points below standard Homeless: YELLOW 73.9 points below standard Socioeconomically Disadvantaged:YELLOW 50.6 points below standard Students w/ Disabilities: ORANGE 95.4 points below standard All English Learners:YELLOW 70.5 points below standard **EL Comparisons**	All Students: ORANGE 35.5 points below standard RED: Long Term English Learners: 131.2 points below standard Students with Disabilities: 95.2 point below standard. ORANGE: Hispanic: 54 points below standard Socioeconomically Disadvantaged: 52.4 points below standard YELLOW: English Learners: 67 points below standard Homeless: 70.7 points below standard Two or More Races: 10.9 points below standard	All students: YELLOW 28 points below standard RED Long-Term English Learners 139.1 points below standard YELLOW English Learners 57.8 points below standard Hispanic 43.6 points below standard Homeless 59.8 points below standard Socioeconomically Disadvantaged 43.2 points below standard Students with Disabilities 82 points below standard GREEN Asian 30.9 points above standard	CA Dashboard MATHEMATICS All students: GREEN 2.6 points above standard White: GREEN 20.3 points above standard Hispanic: YELLOW 19 points below standard Homeless: YELLOW 43.9 points below standard Socioeconomically Disadvantaged: YELLOW 20.6 points below standard Students w/ Disabilities: YELLOW 65.4 points below standard All English Learners: TBD	All Students: +4.6 Growth White: +3.1 Growth Hispanic: +5.4 Growth Homeless: +14.1 Growth Socioeconomically Disadvantaged: +7.4 points Growth Students with Disabilities +13.4 points Growth All English Learners +12.7 points Growth **EL Comparisons** Current English Learners: +12.9 Growth Reclassified English Learners:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Current English Learners: 98.8 points below standard Reclassified English Learners: 36.3 points below standard English Only: 21.9 points below standard	White: 9.7 points below standard GREEN: Asian: 21.9 points above standard **EL Comparisons** Current English Learners: 98.5 points below standard Reclassified English Learners: 42.9 points below standard English Only: 26.6 points below standard	Filipino 18.6 points above standard Two or More Races 0.2 points below standard White 6.6 points below standard **EL Comparisons** Current English Learners: 85.9 points below standard Reclassified English Learners: 40.9 points below standard English Only: 19.1 points below standard	40.5 points below standard **EL Comparisons** Current English Learners: 68.8 points below standard Reclassified English Learners: GREEN 6.3 points below standard English Only: GREEN 8.1 points above standard	-4.6 Declined English Only: +2.8 Growth
1.6	On the CA School Dashboard, all student	Fall 2023 CA Dashboard Language	Fall 2024:	Fall 2025	Fall 2026 CA	All Students: +12.0 points- Growth

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	groups will demonstrate at least a 10 point increase towards meeting standard in English language arts, each year.	Arts All students: ORANGE 9.8 points below standard Hispanic: ORANGE 24.7 points below standard Socioeconomically Disadvantaged: ORANGE 28.3 points below standard Students with Disabilities: ORANGE 76.9 points below standard All English Learners: ORANGE 46.1 points below standard Homeless: YELLOW 64.3 points below standard White: GREEN 10.2 points above standard **EL Comparisons** Current English Learners:	All Students: GREEN 4.9 point below standard RED: Students with Disabilities: 75.2 points below standard ORANGE: Long Term English Learners: 73.9 points below standard YELLOW: English Learners: 39.1 below standard Hispanic: 20.9 points below standard Homeless: 54.9 points below standard Socioeconomically Disadvantaged: 22.5 points below standard GREEN:	All Students GREEN 2.2 points above standard RED Long-Term English Learners 72.4 points below standard YELLOW English Learners 30.2 points below standard Hispanic 12.6 points below standard Homeless 33 points below standard Socioeconomically Disadvantaged 14 points below standard Students with Disabilities 57.8 points below standard GREEN	Dashboard Language Arts All students: GREEN 20.2 points above standard Hispanic:YELLOW 5.3 points above standard Socioeconomically Disadvantaged: YELLOW 1.7 points above standard Students with Disabilities: YELLOW 46.9 points below standard All English Learners: YELLOW 6.1 points below standard Homeless: YELLOW 34.3 points below standard White: GREEN	Hispanic: +12.1 points-Growth Socioeconomically Disadvantaged:+14.3 points- Growth Students with Disabilities: +19.1 points-Growth All English Learners +15.9 points-Growth Homeless: +31.3 points Growth White: +12.1 points- Growth **EL Comparisons** Current English Learners: +4.1 points Growth Reclassified English Learners: points -0.4 points-Decline English Only: +11.8 points-Growth

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		84.1 points below standard Reclassified English Learners: 0.4 points below standard English Only: .5 points below standard	White: 15.5 points above standard BLUE: Asian: 46.1 points above standard Two or More Races: 36.4 points above standard **EL Comparisons** Current English Learners: 89.1 points below standard Reclassified English Learners: 1.2 points below standard English Only: 3.9 points above standard	Two or More Races 24.6 points above standard White 22.3 points above standard BLUE Asian 51.2 points above standard Filipino 55.6 points above standard **EL Comparisons** Current English Learners: 80 points below standard Reclassified English Learners: 0.8 points below standard English Only: 11.3 points above standard	40.2 points above standard **EL Comparisons** Current English Learners: 54.1 points below standard Reclassified English Learners: 29.6 points above standard English Only: 29.5 points above standard	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.7	English learners making Annual Progress in learning English as measured by ELPAC will increase at least 5% on the CA State Dashboard each year.	Fall 2023 CA Dashboard ELPAC English Learner Progress = 54.1% GREEN	Fall 2024 CA Dashboard ELPAC English Learner Progress: 49.6% making progress ORANGE	Fall 2025 CA Dashboard ELPAC English Learner Progress: 52.7% making progress GREEN	Fall 2026 CA Dashboard ELPAC English Learner Progress = 69.1% GREEN	From Baseline: -1.4 Decline
1.8	District English Learner reclassification rate will increase at least 3% each year.	2022-2023 CALPADS Data R-FEP rate TK-8= 16% EL Students - 715 RFEP Students - 115	2023-2024 CALPADS Data: R-FEP TK-8 rate 29% EL Students: 648 RFEP Students: 190	2024-2025 CALPADS Data: R-FEP TK-8 rate 19% EL Students: 530 RFEP Students: 101	2025-2026 CALPADS Data R-FEP rate TK-8= 25%	From Baseline: +3 -Growth
1.9	100% of Students taught with CCSS aligned ELA, Math, ELD & NGSS curriculum and supplemental bridge resources will be maintained at 100%.	2023-24 District Data Maintained 100%	2024-25 District Data Maintained 100%	2025-26 District Data Maintained 100%	2026-27 District Data Maintained 100%	Maintained
1.10	All teachers will have access to professional development that focuses on literacy, well-being and equitable practices will be maintained at 100%.	2023-24 District Data Access to professional development= 100%	2024-25 District Data Access to professional development= 100%	2025-26 District Data Access to professional development= 100%	2026-27 District Data Access to professional development= 100%	Maintained
1.11	School Readiness direct services to unduplicated families will increase by at least 25 families each year.	2023-2024 263 unduplicated families were served	2024-2025 143 unduplicated families	2025-2026 198 families accessed the School Readiness direct services.	338 unduplicated families were served	Difference from baseline: -65

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.12	PreK Dual language learners meeting Kindergarten Readiness benchmarks will increase 10% or greater each year.	2023-2024 Tri 3 Data: 1a. % of all Preschool students meeting Kinder Readiness Benchmarks: Color Recognition 81% Shape Identification: 73% Number Identification 43% Letter Names Upper 55% (n/a for DLI) Letter Names-Lower: n/a Rote counting: 74% 1:1 Correspondence: 80% Pattern Creation: n/a Name Writing: n/a 1b. % of Preschool dual language learners meeting Kinder Readiness Benchmarks: Color Recognition: 79% Shape Identification: 74% Number Identification: 26% Letter Names Upper: 32% (n/a for DLI) Letter Names-Lower: n/a	2024-2025 Tri 3 Data: 1a. % of all Preschool students meeting Kinder Readiness Benchmarks Color Recognition 100% Shape Identification: 74% Number Identification 48% Letter Names Upper 55% Letter Names-Lower: n/a Rote counting:96% 1:1 Correspondence: 95% Pattern Creation: n/a Name Writing: n/a 1b. % of Preschool dual language learners meeting Kinder Readiness Benchmarks Color Recognition: 100% Shape Identification: 75%	2025-2026 Tri 3 Data: 1a. % of TK students meeting Kinder Readiness Benchmarks- 46% 1b. % of TK dual language learners meeting Kinder Readiness Benchmarks- 34% 2a. % of TK Dual Language Immersion/ students meeting all Kinder Readiness Benchmarks- 73% 2b. % of TK Dual Language Immersion dual language learners meeting all Kinder Readiness Benchmarks- 64%	1. % of all TK students meeting Kinder Readiness Benchmarks will increase by 10% or greater in the 9 identified areas. 2. % of all TK dual language learners meeting Kinder Readiness Benchmarks will increase by 10% in the 9 identified areas. 3. % of all Dual Language Immersion/TK students meeting Kinder Readiness will increase by 10% or greater in the 7 identified areas. 4. % of all Dual Language Immersion, TK dual language learners meeting Kinder Readiness Benchmarks will increase by 10% or greater in the 7	N/A See goal analysis

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Rote counting: 53% 1:1 Correspondence: 68% Pattern Creation: n/a Name Writing: n/a 2a. % of all TK students meeting Kinder Readiness Benchmarks: Color Recognition 90% Shape Identification: 81% Number Identification 71% Letter Names Upper 75% (n/a for DLI) Letter Names-Lower:69% (n/a for DLI) Rote counting: 73% 1:1 Correspondence: 94% Pattern Creation: 80% Name Writing: 91% 2b. % of all TK dual language learners meeting Kinder Readiness Benchmarks: Color Recognition 86% Shape Identification: 69% Number Identification 72%	Number Identification: 13% Letter Names Upper: 32% Letter Names-Lower: n/a Rote counting: 88% 1:1 Correspondence: 88% Pattern Creation: n/a Name Writing: n/a 2a. % of all TK students meeting Kinder Readiness Benchmarks Color Recognition 99% Shape Identification: 99% Number Identification 92% Letter Names Upper 78% Letter Names-Lower:72% Rote counting: 94% 1:1 Correspondence: 95% Pattern Creation: 77%		identified areas	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Letter Names Upper 80% (n/a for DLI) Letter Names-Lower: 67% (n/a for DLI) Rote counting: 59% 1:1 Correspondence: 86% Pattern Creation: 66% Name Writing: 91% 3a. % of all Dual Language Immersion/Preschool students meeting Kinder Readiness Benchmarks: Color Recognition 67% Shape Identification: 80% Number Identification: 33% Letter Names Upper n/a Letter Names-Lower: n/a Rote counting: 13% 1:1 Correspondence: 67% Pattern Creation: n/a Name Writing: 87% 3b. % of all Dual Language Immersion/Preschool dual language learners meeting Kinder	Name Writing: 82% 2b. % of all TK dual language learners meeting Kinder Readiness Benchmarks Color Recognition 96% Shape Identification: 100% Number Identification 83% Letter Names Upper 56% (n/a for DLI) Letter Names-Lower: 48% (n/a for DLI) Rote counting: 87% 1:1 Correspondence: 83% Pattern Creation: 50% Name Writing: 61% 3a. % of all Dual Language Immersion/Preschool students meeting Kinder			

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Readiness Benchmarks: Color Recognition: 75% Shape Identification: 75% Number Identification: 38% Letter Names Upper: n/a for DLI Letter Names-Lower: n/a for DLI Rote counting: 0% 1:1 Correspondence: 50% Pattern Creation: n/a Name Writing: n/a 4a. % of all Dual Language Immersion/TK students meeting Kinder Readiness Benchmarks: Color Recognition 67% Shape Identification: 67% Number Identification 62% Letter Names Upper n/a Letter Names-Lower: n/a Rote counting: 52% 1:1 Correspondence:90%	Readiness Benchmarks Color Recognition 88% Shape Identification: 100% Number Identification: 50% Letter Names Upper n/a Letter Names-Lower: n/a Rote counting: 100% 1:1 Correspondence: 88% Pattern Creation: n/a Name Writing: 88% 3b. % of all Dual Language Immersion/Preschool dual language learners meeting Kinder Readiness Benchmarks Color Recognition: 100% Shape Identification: 100%			

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Pattern Creation: 67% Name Writing: 95% 4b. % of all Dual Language Immersion, TK dual language learners meeting Kinder Readiness Benchmarks: Color Recognition 71% Shape Identification: 57% Number Identification 50% Letter Names Upper n/a Letter Names-Lower: n/a Rote counting: 50% 1:1 Correspondence: 79% Pattern Creation: 57% Writes Name: 100%	Number Identification: 67% Letter Names Upper: n/a for DLI Letter Names-Lower: n/a for DLI Rote counting: 100% 1:1 Correspondence: 100% Pattern Creation: n/a Name Writing: 100% 4a. % of all Dual Language Immersion/TK students meeting Kinder Readiness Benchmarks Color Recognition 65% Shape Identification: 87% Number Identification 43% Letter Names Upper n/a Letter Names-Lower: n/a Rote counting: 87%			

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			1:1 Correspondence:96% Pattern Creation: 83% Name Writing: 83% 4b. % of all Dual Language Immersion, TK dual language learners meeting Kinder Readiness Benchmarks Color Recognition 69% Shape Identification: 92% Number Identification 38% Letter Names Upper n/a Letter Names-Lower: n/a Rote counting: 85% 1:1 Correspondence: 92% Pattern Creation: 78% Writes Name: 62%			
1.13	Parent CalSCHLS survey will be completed	2024	2025	2026	2027	2026 From Baseline:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	by a minimum of 500 families with an increase of 5% each year.	252 parents completed the CalSCHLS survey	582 parents completed the CalSCHLS survey	975 parents completed the CalSCHLS Survey	500 parents completed the CalSCHLS survey	Increased by 723
1.14	Increase the percent of students scoring at the Standard Met (Level 3) by 5% each year as measured by the California Science Test (CAST)	2022-2023 CAST Level 3 Data: 5th: 22.16% 8th: 24.36%	2023-2024 CAST Level 3 Data: 5th: 20 % 8th: 21 %	2024-2025 CAST Level 3 Data: 5th: 23% 8th: 30%	2025-2026 CAST Level 3 Data: 5th: 37.16% 8th: 39.36%	From baseline: 5th Grade: = +0.84 percentage points growth 8th Grade: = +5.64 percentage points growth
1.15	Misassignments of teachers will remain at 0.	2023-24 Misassignments of teachers will remain at 0.	2023-24 Misassignments of teachers: 7 One vacancy (Math) triggered 3 missassignments. Two Speech assignments triggered 4 missasignments.	24/25: 6 Vacancies that triggered missignments 3 misassignments at MMS	2026-2027 (based on the CDE released data 2024-2025 school year) Misassignments of teachers will remain at 0.	Misasignments increased by 3
1.16	100% of students have access to standards-aligned instructional materials at home and at school.	2023-24 100% of students have access to standards-aligned instructional materials at home and at school.	2024-25 100% of students have access to standards-aligned instructional materials at home and at school.	2025-26 100% of students have access to standards-aligned instructional materials at home and at school.	2026-2027 100% of students have access to standards-aligned instructional materials at home and at school.	Maintained
1.17	100% of teachers credentialed to support English Language Development.	2023-24 100% of teachers credentialed to support English Language Development.	2024-25 100% of teachers credentialed to support English Language Development.	2025-26 100% of teachers credentialed to support English Language Development.	2026-2027 100% of teachers credentialed to support English Language Development.	Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.18	The number of Kinder-8th grade students in each student group meeting/exceeding the 60th percentile for reading on winter i-Ready will increase at least 5% each year.	"0" New Metric for 2026-2027	"0" New Metric for 2026-2027	"0" New Metric for 2026-2027	No baseline has been established.	enter “0” or “N/A new metric added in 2026-27”

Goal Analysis [2025-26]

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

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

Action 1.1 The district provided services through the School Readiness Program: Playgroup: Data from Persimmony shows that 76 (0-3) children participated in our Parent and Toddler Playgroup from August to May 15, 2026. Playgroup will be offered during the summer, from June 8th to June 30th, with 31 children currently enrolled. EL CIELO: 40 parents enrolled and participated in EL CIELO classes during the year, and we had 17 parents actively attend their final class, who received a certificate of recognition. Parent workshops: Better Communication 2 parents attended October, and 9 parents attended January 2026; 4 attended March 2026. Parent Vue: 17 parents who were assisted with Parent Vue at the School Readiness Center. The Home Visitation program is on pause due to staffing issue. There were 198 parents who accessed the School Readiness Center, while many were needing a variety of resources or support others; 52 parents needed of additional support, and a referral was made or provided.
Action 1.2: GJUESD actively recruited certificated staff for regular and special education classrooms. All positions were filled with the exception of the following: Short Term staff permits - 2 teachers; Emergency ETK permit - 2 teachers Interns - 9 teachers total
Action 1.3: All intern teachers and teachers in the Induction program have been provided mentors to support professional growth and retain a clear credential. 25-26 we have 10 interns and 6 teachers in the Induction Program.

Actions 1.4 and 1.9: GJUESD has 5 elementary schools that are supported by one principal and part time assistant principals. The middle school has one permanent assistant principal and shares an assistant principal with an elementary school. The designated administrative staffing supports Academic Conferences and MTSS meetings, where student data is analyzed to identify skill gaps. Assistant Principals were assigned part-time at each school site; in addition; Assistant Principals facilitated attendance monitoring and addressed behavioral issues. Academic conferences are held 3 times per year and align with assessment windows. MTSS meetings are held monthly to address academic, social and behavioral challenges that warranted additional learner supports.

Action 1.5 GJUESD continues to focus on implementing TK-3 class ratio of 20:1. TK 1:10 (one teacher and one instructional assistant/ 10 students). K-3 classes range from 17 to 24

Action: 1.6: AVID is currently implemented at McCaffrey Middle School and Lake Canyon Elementary School. McCaffrey Middle School: 56 in 8th and 40 in 7th
Lake Canyon Elementary School 100% of students in grades 4-6 are in classrooms where teachers are implementing AVID strategies.

Action 1.7: Two Instructional Assistants positions need to be filled, Bilingual Instructional Assistant positions are filled. A few Special Education positions are still vacant. Special Education positions are created throughout the year upon need. Special Education positions in more intensive programs take longer to fill.

Action 1.8: Building a high quality Dual Language Immersion program continues to be a focus for the district. The district continues to offer 4 professional development sessions with a consultant from CABE. The current focus is on revising assessments to ensure that both languages are being assessed, formally or informally, as the grades progress. Two teachers had the opportunity to attend the state CABE conference. Our program is full from grades TK through 2nd grade, with two classes in each grade level.

Action 1.10: GJUESD provides many opportunities for professional development during the course of the year. Topics have included:Professional Learning Opportunities: California Math Curriculum; PK/TK: BeGlad; SIPPS Training; Fred Jones Classroom Management; Mandatory Trainings; Multitudes Training; CPI/CPR/First Aid,Take Away Tuesday, Cyber Security Training; DLI/CABE:
The LTEL committee has been attending community of practice sessions to focus on improving LTEL outcomes.

Action 1.11: BFLA enrollment is currently 23 students ranging from Kindergarten to 8th grade. The academy is fully supported by one credentialed teacher and one IA and online learning tools and technology. A campus monitor was hired to support behavioral needs at McCaffrey Middle School

Action 1.12, 1.13 and 1.14: GJUESD has fully implemented these action items to ensure students have sufficient standards aligned textbooks or instructional materials consistent with the curriculum frameworks' cycles and content. Students have access to online learning courseware to supplement classroom instruction. Students can access the following online supplemental resources: LEXIA; Imagine Learning; Accelerated Reader; iReady-My Path. 1:1 Chromebooks are available for all students; 29 hotspots are loaned out.

Action 1.15 1.18, 1.19: GJUESD prioritizes parental involvement and participation in school related activities and decision making abilities. School sites host many parent events throughout the course of the year to invite parents on to their campuses. Such events include: English Language Advisory Committee; School Site Council; Parent Advisory Committees; Parent-Teacher Organizations; Back To School NIght; Parent-Teacher Conferences; Art Night, Bingo Night, Science Night and Fall Festivals. Through District Advisory Committee and District English Learner Advisory Committee, Special Education Parent Advisory Committee-parents are given the opportunity to provide feedback and input for the district goals, metrics and actions as they relate to the LCAP.

Action 1.17: GJUESD has fully implemented the College and Career readiness program through the implementation of an Agriculture program at McCaffrey Middle School. McCaffrey Middle School agriculture program has 95 first year members and 28 second year members. Students participate in a variety of activities meant to enhance their knowledge of agriculture and develop their leadership skills. Students have processed local walnuts and learned about the dairy industry from local farmers. All students participated in a leadership

conference hosted by Galt and Liberty Ranch FFA students and several of them will attend the State FFA Leadership Conference in the spring. Additionally, interested students are beginning their animal projects for the Sacramento County Fair.

Action 1.16: The transportation department continues to provide essential support for all student programs by ensuring reliable transportation services. Efforts have been made to address absenteeism issues by using available vehicles to pick up students in need. Additionally, the department supports multiple after-school programs, facilitating student transport between programs as needed. Furthermore, resources are dedicated to meeting the transportation needs of special education students placed outside the district, ensuring consistent support.

Action 1.20: With the new math curriculum adoption, professional development has been provided that supports implementation with students with disabilities. Benchmark-Steps to Advance/Language Live are the district adopted curriculum supporting ELA.

Action 1.21: Bilingual IAs are utilized to support EL students.
Action 1.22 The LTEL committee has been attending community of practice sessions to focus on improving LTEL outcomes. The change idea has been revised to integrate structured practice of the 4 ELPAC domains into designated ELD instruction. ELPAC Essentials by TCM will be utilized for this purpose. We piloted a resource to provide ELs with speaking practice. This was at McCaffrey Middle School. BIAs are utilized for intervention.

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

The material differences between the Budgeted Expenditures and Estimated Actual Expenditures, as well as the Planned and Estimated Actual Percentages of Improved Services, are primarily attributed to several key factors.

For LCAP Goal 1, Action 3, the material difference of approximately 12.4% is primarily due to continued declines in federal Title II funding, which has been reduced to $90,878, while the original LCAP budget had not been fully adjusted to reflect these reductions. Although expenditures for teacher salaries and benefits continue to exceed federal funding levels, the district is covering the difference using additional Title funding sources. This adjustment ensures alignment between available funding and actual expenditures while maintaining staffing support for instructional needs.

For LCAP Goal 1, Action 7, the material difference is driven by a budget realignment following the addition of Action 20 in the prior fiscal year. Approximately $843,000 previously budgeted under Action 7 was reallocated to better align expenditures with the appropriate action, reducing projected costs to approximately $415,000. The change is not due to reduced services but rather improved budget alignment and categorization of expenditures.

For LCAP Goal 1, Action 8, the material difference of approximately 10.89% reflects continued expansion of the Dual Language Immersion (DLI) program across additional grade levels. Increased expenditures are tied to instructional materials, supplies, books, professional development, and training needed to support program growth. Although slightly above the threshold, this increase is expected to continue annually as the program expands into additional grades and requires ongoing resources.

For LCAP Goal 1, Action 9, the material difference is due to lower-than-expected site-level spending on academic conferences and MTSS meetings, which are allocated at approximately $9,000 per school site. This decrease is largely attributed to a high number of new administrators (approximately 60%) who are still becoming familiar with district systems and fund usage expectations. Expenditures are expected to return to normal levels as leadership capacity stabilizes.

For LCAP Goal 1. Action 11, the material difference is due to the elimination of a teacher position for the Alternative Education Program.

For LCAP Goal 1, Action 12, the 11.09% material difference is primarily due to timing and funding shifts related to curriculum adoption and instructional materials. Some math and science curriculum costs were covered using one-time funding sources rather than this action, resulting in lower expenditures this year. Costs are expected to stabilize and return to projected levels as ongoing curriculum and instructional resource needs continue.

For LCAP Goal 1, Action 13, expenditures were lower than projected due to a districtwide review of online learning platforms, which identified several underutilized systems that were not renewed. At the same time, the district began exploring more effective tools such as Magic School to better support instruction. This more intentional approach to platform selection resulted in reduced costs this year, though expenditures may increase in the future as the district invests in higher-impact, widely used platforms.

For LCAP Goal 1, Action 14, the material difference is due to the initiation of a phased replacement cycle for teacher laptops, following the last large-scale update in 2020 using COVID-19 relief funds. In addition to ongoing one-to-one student device replacements, the district began replacing approximately 100 teacher devices annually over a three-year cycle to ensure technology remains current. This transition has increased expenditures this year and is expected to continue as part of the replacement schedule.

For LCAP Goal 1, Action 15, expenditures reflect continued use of online communication platforms such as Blackboard to support parent engagement and communication. Costs are aligned with ongoing subscription and usage fees. As the district explores additional communication tools to expand outreach and improve family engagement, this expenditure may increase in future years depending on platform adoption and service expansion.

For LCAP Goal 1, Action 16, the 11.55% material difference is due to rising transportation costs, expanded student transportation needs, increased trip activity, and additional staffing to support service delivery. The district also added a white fleet driver to support transportation for students attending schools outside district boundaries and expanded bus route hours to improve reliability and staff retention. These operational adjustments contributed to increased expenditures while maintaining access and service levels.

For LCAP Goal 1, Action 18, expenditures reflect expanded parent and family engagement efforts through both virtual and in-person opportunities, with increased participation driven by improved outreach strategies and multilingual access in English and Spanish. The district also expanded surveys and engagement events to ensure broader family input into decision-making processes. These efforts have strengthened participation and slightly increased associated costs.

For LCAP Goal 1, Action 19, expenditures increased due to expanded stakeholder engagement efforts, including five formal opportunities for participation and ongoing outreach supported by a dedicated classified staff member. Costs also reflect rising salary and benefit expenses

associated with sustaining engagement efforts and ensuring materials and communication are accessible in Spanish. As engagement efforts continue to expand, expenditures in this area are expected to increase annually.

These adjustments were necessary to preserve the quality of services and ensure students' academic and operational needs were met effectively.

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

The combined impact of the actions 1.2, 1.3 1.4, 1.5, 1.6 1.7,1.9, 1.10,1.12, 1.13,1.14 and 1.15, effectively showed progress in academic areas as demonstrated by the CA Dashboard Metrics,MAP (ELA and Math) and local District Reading Assessments.

Action 1.1 Playgroup: Data from Persimmony shows that 53 (0-3) children participated in our Parent and Toddler Playgroup from August to December 19th. EL CIELO: 43 parents enrolled for EL CIELO classes, and we currently have 35 actively attending parents. Parent workshops: Better Communication 2 parents attended Parent Vue: I have on my spreadsheet 18 parents that were assisted with Parent Vue at the School Readiness Center.
Home Visitation program is on pause due to staffing issue. Implemented and effectively addressed Metric 1.10: providing direct services to families to increase by at least 25 families each year-currently provided There were 198 parents who accessed the School Readiness Center, while many were needing a variety of resources or support others; 52 parents needed of additional support, and a referral was made or provided.
Action 1.3: Effective-all intern teachers and teachers in the Induction program have been provided mentors to support professional growth and retain a clear credential. 25-26 we have 10 interns and 6 teachers in the Induction Program.
Action 1.4: Effective-GJUESD has 5 elementary schools that are supported by one principal and part time assistant principals. The middle school has one permanent assistant principal and shares an assistant principal with an elementary school.

Action 1.16: Implemented and has demonstrated effectiveness in addressing chronic absenteeism.

Action 1:20: Students with disabilities as demonstrated by the CA Dashboard Metrics,MAP (ELA and Math) and local District Reading Assessments are continuing to make growth.

Action 1.8: Implementation has shown effective in expanding the Dual Language Immersion program to another grade level for the 25/26 school year and preparedness for the 26/27school year. Additionally, implementation has shown effective in steady academic growth for students within the program.

Actions 1.15, 1.18, and 1.19: Implementation has shown an significant increase in the number of parents completing the CalSCHLS Surveys; however, continued monitoring of parental participation and involvement in school events is needed to identify barriers for active participation.

Action 1.11: Effectively provided families an alternative educational option through the Bright Future Learning Academy. We have 24 students enrolled 1st grade through 8th grade. A campus monitor was hired to support behavioral needs at McCaffrey Middle School.

Action 1.17: Effectively implemented-McCaffrey Middle School agriculture program has 95 first year members and 28 second year members. Students participate in a variety of activities meant to enhance their knowledge of agriculture and develop their leadership skills. Students have processed local walnuts and learned about the dairy industry from local farmers. All students participated in a leadership conference hosted by Galt and Liberty Ranch FFA students and several of them will attend the State FFA Leadership Conference in the spring. Additionally, interested students are beginning their animal projects for the Sacramento County Fair.

Action 1.21 and 1.22: The LTEL committee has been attending community of practice sessions to focus on improving LTEL outcomes. The change idea has been revised to integrate structured practice of the 4 ELPAC domains into designated ELD instruction. ELPAC Essentials by TCM will be utilized for this purpose. Combined impact effectively showed progress of our English Learners and Long Term English Learners (CA Dashboard-ELA) McCaffrey Middle School piloted a resource to provide ELs with speaking practice. BIAs are utilized for intervention.

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 made to overall broad goal.

Metric 1.2 was discontinued for the 2025-2026
Metric 1.3 Metric, i Ready Math, updated to identify annual growth goals and include Kindergarten in the grades to be assessed.

Metric 1.4: MAP Reading assessments will be discontinued for 2026-2027 due to district transitioning to the iReady reading assessments. Growth and achievement will be reported in a new metric (Metric 1.18) Since the implementation will begin Fall 2026, no baseline has been established. Staff will need time to review data to determine appropriate metrics to be measured.
Metric 1.18: New metric, iReady assessment tool will be used to measure district reading growth and achievement. At this time, no baseline data is available since it will be implemented in the 2026-2027 school year.
Metric 1.12: Based on feedback from the preK staff (preschool and TK teachers) the preschoolers were no longer required to take the district assessments; instead using the DRDP data that provided developmental progression to guide instructional needs in the classroom. DRDP data would have been extensive to report in the Metric 1.12 data set. Furthermore, TK data, starting this year was consolidated to report out the percentage of TK student groups that met ALL benchmarks instead of individual skills assessed, aligning with current district practice in reporting other district assessments. With the shift in reported data, it is impossible to go back to the 23-24 baseline data to calculate and disaggregate per TK Student groups since that data is no longer available. Therefore for the 25-26 school year, there is no Difference From Baseline data to calculate.

Action 1.5 Updated action to note, the class size clarification for the new TK requirement of 10:1
Action 1.11 Updated to indicate hiring campus monitors districtwide and not just at McCaffrey Middle School.
Action 1.17Updated to include technology development under the CTE pathway.

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	School Readiness	Provide direct services to high needs families through a comprehensive School Readiness Program: parent education and a home visitation program.	$2,438,834.00	Yes
1.2	Certificated Teaching Staff	Attract and retain TK-8 certificated staffing for regular and special education classrooms. Provide specialized support with an emphasis on building more inclusive environments by providing each school with a Resource Specialist teacher. Certificated staff will provide Designated and Integrated ELD to support english proficiency for our EL students and our LTEL students.	$14,012,171.00	No
1.3	Intern Teachers	All intern teachers and teachers in the Induction Program will be provided with a mentor to support professional growth and retain a clear credential.	$90,878.00	No
1.4	Administrative Staffing	LREBG Action School administration staffing to prioritize high quality instructional programs at the site and district level. Funding supported administrative capacity-building by providing instructional leadership, coaching, and professional development focused on curriculum, instruction, assessment, and data analysis to strengthen principals' and teachers' ability to address student learning needs. This additional support helped build the capacity of new administrators and expanded professional learning aligned with evidence-based practices to accelerate academic recovery for pupils impacted by pandemic-related learning loss. Research demonstrates that effective school leadership is one of the most influential school-based factors impacting student achievement, second only to classroom instruction. Studies further indicate that leadership coaching, ongoing instructional support, and job-embedded professional learning strengthen	$2,781,176.00	No

Action #	Title	Description	Total Funds	Contributing
		administrators' and teachers' capacity to improve instructional practices, use data effectively, and create systems that support continuous improvement. LREBG Funds $105,000		
1.5	Class Size	Further reduce TK-3 class size to 20:1 (TK class size to remain at 10:1) to more effectively implement services for high needs learners through increased time for personalized instruction and support for individual growth in reading, mathematics and English Language Development.	$1,660,761.00	Yes
1.6	AVID Program	Support the implementation of an AVID program at the middle school targeting high needs students with a focus on college and career pathways and expand AVID into the elementary schools for 6th graders.	$258,831.00	Yes
1.7	Instructional Assistant (IA) Support	Provide IA support for high needs students in early reading and with additional personalized bilingual IA support for English Learners and in grades TK-3 and newcomers and Long Term English Learners in grades 4th-8th. Increase access and inclusion for learners with special education services through IA support during mainstreaming; increasing early intervention efforts at the PreK.	$413,038.00	Yes
1.8	Dual Language Immersion (DLI) Program	Continue to develop the TK-8 DLI program and provide professional development for bilingual teachers and IAs serving the program.	$1,219,694.00	Yes
1.9	Academic Conferences/MTSS	Hold academic conferences and MTSS meetings with grade levels and learner support teams to analyze and review student data and identify student needs.	$75,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.10	Professional Learning	LREBG Action All staff participate in professional learning with a focus on student growth, well-being and safety. Increase capacity building related to curriculum, instruction (to include designated and integrated ELD), assessment, and data analysis. Continued support will be provided with the implementation of social emotional learning. Continue with ELD PD that focuses on sites that have a higher concentration of EL and LTEL learners. The LTEL team has discussed the need for PD addressing LTELs, ELD instruction, ELPAC, reclassification criteria, collaboration between elementary and middle school with respect to ELs. Some of these topics can be addressed in-house, while some would be better addressed through outside resources. The need for on-going PD related to ELs and LTELs is important. Research demonstrates that effective school leadership is one of the most influential school-based factors impacting student achievement, second only to classroom instruction. Studies further indicate that leadership coaching, ongoing instructional support, and job-embedded professional learning strengthen administrators' and teachers' capacity to improve instructional practices, use data effectively, and create systems that support continuous improvement. LREBG Funds $100,000	$240,000.00	No
1.11	Alternative Educational Options	Bright Future Home Learning Academy provides in-person and online learning for students through enrichment opportunities and a learning hub for academic support. The district will consider the addition of additional campus monitors to support District wide.	$274,103.10	No
1.12	California Content Standards	Ensure that all students have access to materials and curriculum aligned to California content standards and that all general education and special education teachers have the needed instructional resources.	$759,409.00	No

Action #	Title	Description	Total Funds	Contributing
1.13	Online Learning Courseware	All students will have access to online learning courseware including English Learners, Socioeconomically Disadvantaged, Homeless and Foster Youth.	$540,015.00	Yes
1.14	Technology for Instruction and Learning	Provide 1-to-1 student mobile devices and classroom technology to strengthen youth voice and choice in blended learning environments and innovation opportunities and ensure availability of wifi for students with little or no internet access at home.	$680,293.43	No
1.15	Parent Engagement and Participation	Increase parent engagement and participation in their children's education and improve home-school communication.	$20,000.00	Yes
1.16	Transportation Services	Provide transportation services to increase attendance rates and access to after school programs and summer learning opportunities.	$1,518,123.24	Yes
1.17	College and Career Pathways	Provide college and career readiness lessons in grades 5-8 through the development of an agriculture and technology program.	$200,000.00	No
1.18	Parent Involvement/Family Engagement	Parents of unduplicated students will be represented at all stakeholder meetings (DAC,ELAC, DELAC,listening circles,surveys, and teacher/parent talks) to promote parent participation in programs for unduplicated students.	$20,400.00	Yes
1.19	Parental Participation in LCAP process	At least five opportunities for stakeholder participation and involvement in the district's LCAP process to provide feedback will be provided by the district in both English and Spanish (DAC, DELAC, SpEd PAC).	$60,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.20	Academics	Supplemental curriculum, resources and professional development will be provided to certificated and classified staff to support the schools where the Students With Disabilities student group has performed in the RED indicator for ELA and Math.	$406,017.84	No
1.21	English Learners-ELD	Every English learner, including the Long Term English Learner, is entitled to receive a comprehensive ELD program, consisting of both integrated and designated ELD. The core curriculum is the ELD component of Benchmark Advance, but other content areas may be the target of designated ELD instruction. Each school site decides how and when designated ELD is taught based on EL student population and school schedule.	$84,272.00	No
1.22	Long Term English Learners	Further training and support (professional development) will need to take place to support a stronger understanding of the progression of the ELD standards and appropriate instruction for AR-LTELs and LTELs. The Galt team has decided that our change idea is to identify AR-LTELs for teachers, and to develop a monitoring process in order to provide appropriate interventions and reduce the number of LTELs.	$315,540.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Promoting PreK-8 whole learner development through social and emotional learning opportunities in a variety of safe and supportive environments.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

1. A key component of student success requires an intentional focus on the Social Emotional Learning (SEL) for students. SEL creates a process through which students acquire and effectively apply knowledge, positive outlook and the skills needed for goal setting, positive relationships and responsible decisions.

2. Social Emotional Learning: All educational partners (DAC, DELAC, SpEd PAC, Admin., etc.) have identified the need to make Social and Emotional Learning (SEL) a priority and integrated throughout the school day. All students will be receiving SEL support through the Second Step curriculum adoption.

3. Data demonstrates the need to support specific student groups to increase meaningful engagement and participation in school: Hispanic, Students with Disabilities, Socioeconomically Disadvantaged and Homeless. These student groups have higher rates for chronic absenteeism and suspensions.

4. The District continues to support SEL with additional support staff: counselors, social workers, mental health clinicians, Registered Behavior Technicians, Board Certified Behavior Analyst.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Overall daily District attendance will be maintained at 94% or greater.	2023-2024 Average Daily Attendance (ADA): as of December 2023 93.1%	2024-2025 Average Daily Attendance (ADA): as of December 2024: 95.%	2025-2026 Average Daily Attendance (ADA): as of December 2025: 94.39%.	2026-2027 Average Daily Attendance (ADA): as of December 2026 94%	4-20-2026: Increased ADA by 1.29%
2.2	Chronic absenteeism will decrease by 1% or greater for every student group.	2023 CA Dashboard % Chronically Absent All Students: 28.7% YELLOW Student Groups: English Learners: 28.2% YELLOW Students with Disabilities: 36.5% YELLOW Socioeconomically Disadvantaged: 32.3% YELLOW Hispanic: 31.2% YELLOW White: 26% YELLOW Homeless: 36.4% ORANGE Added 2025-2026	Fall 2024 CA Dashboard % Chronically Absent All Students:16.8% YELLOW ORANGE: African American: added 2025-2026 Long Term English Learners: added 2025-2026 YELLOW: English Learners:16.3% Students with Disabilities: 24.6% Socioeconomically Disadvantaged:19 %	Fall 2025 CA Dashboard % Chronically Absent All Students Yellow 15.1% chronically RED: African American 25% chronically absent Long-Term English Learners 28.3% chronically absent ORANGE Asian 11.2% chronically absent Homeless 25.8% chronically absent	2026 CA Dashboard % Chronically Absent All Students: 25.7% YELLOW Student Groups: English Learners: 25.2% YELLOW Students with Disabilities: 33.5% YELLOW Socioeconomically Disadvantaged: 29.3% YELLOW Hispanic: 29.2% YELLOW White: 23% YELLOW Homeless: 33.4% ORANGE	Difference from the Baseline: (4-22-2026) All Students: Decreased 13.6%points English Learners:Decreased 16.3% points Students with Disabilities: Decreased 12.7% points Socioeconomically Disadvantaged: Decreased 14.5% points Hispanic: Decreased 15.5% points White: Decreased 11.6% points Homeless: Decreased 10.6% points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		African American: 21.2%: ORANGE Long Term English Learners: 26%: ORANGE Filipino:10.4% Yellow Asian:10.4% YELLOW	Hispanic: 17.7% White: 16.4% Homeless: 26.5% Filipino: added 2025-2026 Asian: added 2025-2026	Students with Disabilities 23.8% chronically absent YELLOW English Learners 11.9% chronically absent Filipino 10% chronically absent Hispanic 15.7% chronically absent Two or More Races 10.9% chronically absent Socioeconomically Disadvantaged 17.8% chronically absent White 14.4% chronically absent		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				absent		
2.3	The suspension rate will decrease by 1% or greater for every student group.	2023 CA Dashboard Percent Suspended at Least 1 Day All Students: 3.5% ORANGE Student Groups: English Learners: 3.8% RED Hispanic: 4%: RED Homeless: 8.1% RED Socioeconomically Disadvantaged: 4.7% RED Students with Disabilities: 4.1% ORANGE White: 3.4% ORANGE Added 2025-2026 Long Term English Learners-13.3% RED African American-12.1%-RED Filipino-2% ORANGE	2024 CA Dashboard Percent Suspended at Least 1 Day All Students: 3.2% YELLOW RED: African American-added 2025-2026 Long Term English Learners--added 2025-2026 ORANGE: Filipino--added 2025-2026 Two or More Races--added 2025-2026 White-3.3% YELLOW: Hispanic- 3.3% Homeless-3.4% Socioeconomically Disadvantaged-3.7% GREEN	2025 CA Dashboard Percent Suspended at Least 1 Day All Students GREEN 2.9% suspended at least one day RED Homeless 5.7% suspended at least one day ORANGE Filipino 6% suspended at least one day Long-Term English Learners 6.6% suspended at least one day Students with Disabilities	2026 CA Dashboard Percent Suspended at Least 1 Day All Students: 0.5% GREEN Student Groups: English Learners: 0.8% GREEN Hispanic: 1%: YELLOW Homeless: 5.1% RED Socioeconomically Disadvantaged: 1.7% YELLOW Students with Disabilities: 1.1% YELLOW White: 0.4% BLUE	Difference from Baseline 4/22/2026 All Students: Decreased 0.6% points English Learners:Decreased 2.6% points Hispanic: Decreased 1.3% points Homeless: Decreased 2.4% points Socioeconomically Disadvantaged: Decreased 1.6% points Students with Disabilities: Increased 0.6% points White: Increased 0.2% points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Two or More Races-3.3% ORANGE Asian-0% BLUE	English Learners-2.7% Students with Disabilities-2.8% BLUE Asian--added 2025-2026	4.7% suspended at least one day White 3.6% suspended at least one day YELLOW African American 5.6% suspended at least one day Asian 0.8% suspended at least one day Socioeconomically Disadvantaged 3.1% suspended at least one day GREEN English Learners 1.2% suspended at least one day Hispanic 2.7% suspended at least one day Two or More Races		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Student GroupState 1.6% suspended at least one day		
2.4	The expulsion rate will decrease by 1% or greater for every student group.	2023-2024 District Data All Students: 1 White: 0 Hispanic: 1 Low SES: 0 Homeless: 1 Students with Disabilities: 0 English Learners: 0	2024-2025 District Data All Students: 6 White: 1 Hispanic: 5 Low SES: 3 Homeless: 0 Students with Disabilities:1 English Learners:0	2025-2026 District Data: All Students:0 Hispanic: 0 Low SES: 0 Homeless: 0 Students with Disabilities:0 English Learners:0	2026-2027 District Data: All Students: 0 White: 0 Hispanic: 0 Low SES: 0 Homeless: 0 Students with Disabilities: 0 English Learners: 0	Difference from baseline: All Students: -1 White: 0 Hispanic: -1 Low SES: 0 Homeless: -1 Students with Disabilities: 0 English Learners: 0
2.5	The middle school dropout rate will be maintained at 0% for all student subgroups.	2023-24 District Data All Students: 0 White: 0 Hispanic: 0 Socioeconomically Disadvantaged: 0 Homeless:0 Students with Disabilities:0 English Learners:0	2024-25 District Data All Students: 0 White: 0 Hispanic: 0 Socioeconomically Disadvantaged: 0 Homeless:0 Students with Disabilities:0 English Learners:0	2025-26 District Data All Students: 0 White: 0 Hispanic: 0 Socioeconomically Disadvantaged: 0 Homeless:0 Students with Disabilities:0 English Learners:0	2026-2027 District Data All Students: 0 White: 0 Hispanic: 0 Socioeconomically Disadvantaged: 0 Homeless:0 Students with Disabilities:0 English Learners:0	Maintained
2.6	Safety and School Connectedness: Percentage of parents responding Strongly Agree on the annual CalSCHLS survey will increase at least 5% in areas that are below 50%.	2024 CalSCHLS Parent Survey Data: Percentage responding "STRONGLY AGREE" Elementary parent responses: 202 Middle School parent responses: 50	2025 CalSCHLS Parent Survey Data: Percentage responding "STRONGLY AGREE"	2026 CalSCHLS Parent Survey Data: Percentage responding "STRONGLY AGREE"	2027 CalSCHLS Parent Survey Data: Percentage responding "STRONGLY AGREE" This school...	From 2024 baseline: (4/23/2026) This school... Encourages me to be an active partner: Elementary: +7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		This school... Encourages me to be an active partner: Elementary: 43% Middle: 32% Makes me feel welcome to participate: Elementary: 49% Middle: 29% Supports student learning environment: Elementary: 43% Middle: 31% Is a safe place for my child: Elementary: 47% Middle: 32% Has adults who really care about students: Elementary: 51% Middle: 28% Communicates with parents about school: Elementary: 52% Middle: 41% Treats all students with respect: Elementary: 52% Middle: 44%	Elementary parent responses: 429 Middle School parent responses: 153 This school... Encourages me to be an active partner: Elementary:46% Middle: 26 % Makes me feel welcome to participate: Elementary:45 % Middle: 21% Supports student learning environment: Elementary: 43% Middle: 23% Is a safe place for my child: Elementary: 47% Middle: 24% Has adults who really care about students: Elementary: 49% Middle: 23%	Elementary parent responses: 914 Middle School parent responses: 61 This school... Encourages me to be an active partner: Elementary:50% Middle: 16 % Makes me feel welcome to participate: Elementary:51 % Middle: 12% Supports student learning environment: Elementary: 46% Middle: 16% Is a safe place for my child: Elementary: 49% Middle: 23% Has adults who really care about students: Elementary: 51% Middle: 16%	Encourages me to be an active partner: Elementary:58% Middle: 47% Makes me feel welcome to participate: Elementary: 64% Middle: 44% Supports student learning environment: Elementary: 58 % Middle: 46% Is a safe place for my child: Elementary: 62% Middle: 47% Has adults who really care about students: Elementary: 51% Middle: 43% Communicates with parents about school: Elementary: 52% Middle: 56%	Middle: –16% Makes me feel welcome to participate Elementary: +2% Middle: –17% Supports student learning environment Elementary: +3% Middle: –15% Is a safe place for my child Elementary: +2% Middle: –9% Has adults who really care about students Elementary: 0 Middle: –12% Communicates with parents about school Elementary: N/A Middle: N/A Treats all students with respect Elementary: –1% Middle: –28%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Has clean and well-maintained facilities: Elementary: 45% Middle: 42%	Communicates with parents about school: Elementary: (n/a) Middle: (n/a) Treats all students with respect: Elementary: 48% Middle: 30% Has clean and well-maintained facilities: Elementary: 47% Middle: 28%	Communicates with parents about school: Elementary: (n/a) Middle: (n/a) Treats all students with respect: Elementary: 51% Middle: 16% Has clean and well-maintained facilities: Elementary: 49% Middle: 22%	Treats all students with respect: Elementary: 52% Middle: 59% Has clean and well-maintained facilities: Elementary: 60% Middle: 57%	Has clean and well-maintained facilities Elementary: +4% Middle: –20%
2.7	Safety and School Connectedness: Percentage of students in grades 5-8 responding, “Yes, most or all of the time" on the annual CalSCHLS survey will increase at least 5% each year in areas that are below 80%.	2024 CalSCHLS Data Percentage of students that participated in the survey: Grade 5 = 72%, Grade 6 = 68%, Grade 7-8= 96%, Percentage responding “YES, MOST OR ALL OF THE TIME" Students feel connected to school:	2025 CalSCHLS Data Percentage of students that participated in the survey: Grade 5 =78 %, Grade 6 = 74 %, Grade 7-8=92 %, Percentage responding “YES, MOST OR ALL OF THE TIME"	2026 CalSCHLS Data Percentage of students that participated in the survey: Grade 5 = 74% Grade 6 = 80% Grade 7=77% Grade 8=78% Percentage responding “YES, MOST OR ALL OF THE TIME"	2027 CalSCHLS Data Percentage responding “YES, MOST OR ALL OF THE TIME" Students feel connected to school: Grade 5 = 85%, Grade 6 = 84%, Grade 7 = 58%, Grade 8 = 58%	Difference from baseline For 2026 Results (4/20/2026) Percentage responding “YES, MOST OR ALL OF THE TIME" Students feel connected to school: Grade 5 = +2% Grade 6 = +2% Grade 7 = +11% Grade 8 = +14%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Grade 5 = 70%, Grade 6 = 69%, Grade 7 = 43 %, Grade 8 = 43 % Students are academically motivated: Grade 5 =82%, Grade 6 = 83%, Grade 7 =55%, Grade 8 =58 % Students have a caring adult in school: Grade 5 = 69%, Grade 6 = 68%, Grade 7 = 56 %, Grade 8= 56 % Students have social and emotional learning supports: Grade 5 = 75%, Grade 6 = 73%, Grade 7 =46% Grade 8 =45% My school has an antibullying climate: Grade 5 = 74%, Grade 6 = 69%, Grade 7 = 35% Grade 8 = 32% I feel safe at school: Grade 5 = 74%,	Students feel connected to school: Grade 5 = 70%, Grade 6 = 71%, Grade 7 =57 %, Grade 8 = 53 % Students are academically motivated: Grade 5 =84%, Grade 6 = 78%, Grade 7 =63%, Grade 8 =60 % Students have a caring adult in school: Grade 5 = 72%, Grade 6 = 66%, Grade 7 = 60 %, Grade 8= 62% Students have social and emotional learning supports: Grade 5 = 74%, Grade 6 = 71%, Grade 7 =54% Grade 8 =52% My school has an antibullying climate: Grade 5 = 72%,	Students feel connected to school: Grade 5 = 72% Grade 6 = 71% Grade 7 = 54% Grade 8 = 57% Students are academically motivated: Grade 5 = 82% Grade 6 = 82% Grade 7 = 62% Grade 8 = 61% Students have a caring adult in school: Grade 5 = 71% Grade 6 = 69% Grade 7 = 58% Grade 8= 58% Students have social and emotional learning supports: Grade 5 = 74% Grade 6 = 72% Grade 7 =n/a Grade 8 =n/a	Students are academically motivated: Grade 5 =82%, Grade 6 = 83%, Grade 7 = 70%, Grade 8 = 73% Students have a caring adult in school: Grade 5 = 84%, Grade 6 = 83%, Grade 7 = 71 %, Grade 8= 71% Students have social and emotional learning supports: Grade 5 = 90%, Grade 6 = 88%, Grade 7 =61% Grade 8 =60% My school has an antibullying climate: Grade 5 = 89%, Grade 6 = 84%, Grade 7 = 50% Grade 8 = 47% I feel safe at school: Grade 5 = 89%,	Students are academically motivated: Grade 5 = 0% Grade 6 = -1% Grade 7 =+ 7% Grade 8 =+3% Students have a caring adult in school: Grade 5 =+2 %, Grade 6 = +1%, Grade 7 =+2% Grade 8 =+2% Students have social and emotional learning supports: Grade 5 = -1% Grade 6 = -1% Grade 7 =n/a Grade 8 =n/a My school has an antibullying climate: Grade 5 = -4% Grade 6 = -2% Grade 7 = n/a Grade 8 = n/a I feel safe at school: Grade 5 = +6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Grade 6 = 76%, Grade 7 = 48%, Grade 8= 51% Cyberbullying is a problem: Grade 5 = 21%, Grade 6 = 22%, Grade 7 = 30%, Grade 8 = 33%	Grade 6 = 67%, Grade 7 = 38 % Grade 8 = 37% I feel safe at school: Grade 5 = 73%, Grade 6 = 79%, Grade 7 = 63%, Grade 8= 56% Cyberbullying is a problem: Grade 5 =27 %, Grade 6 = 23%, Grade 7 = 23%, Grade 8 = 22%	My school has an antibullying climate: Grade 5 = 70% Grade 6 = 67% Grade 7 = n/a Grade 8 = n/a I feel safe at school: Grade 5 = 80% Grade 6 = 77% Grade 7 = 61% Grade 8= 68% Cyberbullying is a problem: Grade 5 =20% Grade 6 = 28% Grade 7 = 25% Grade 8= 21%	Grade 6 = 91%, Grade 7 = 63%, Grade 8=66 % Cyberbullying is a problem: Grade 5 = 6%, Grade 6 = 7%, Grade 7 = 15% Grade 8 = 18%	Grade 6 = +1% Grade 7 = +13%, Grade 8= +17% Cyberbullying is a problem: (lower is improvement) Grade 5 =-1%, Grade 6 = +6%, Grade 7 = -5% Grade 8 = -12%
2.8	Percentage of staff responding "Strongly Agree" on the annual CalSCHLS survey will increase at least 5% each year in areas that are below 50%.	2024 CalSCHLS Data 44% of staff participated in the survey. Percentage of staff responding "Strongly Agree" Caring adult relationships: Elementary = 57%, Middle = 45%	2025 CalSCHLS Data: total 237/589: 40% staff participated in the survey. Percentage of staff responding "Strongly Agree"	2026 CalSCHLS 261/589= Staff participated in the survey. Percentage of staff responding "Strongly Agree Caring adult relationships:	2027 CalSCHLS Data Percentage of staff responding "Strongly Agree" Caring adult relationships: Elementary = 57%, Middle = 60%	Difference from baseline: Caring adult relationships Elementary: –6% Middle: +2% Promotion of parental involvement Elementary: –3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Promotion of parental involvement: Elementary = 48%, Middle = 33% Positive student learning Environment: Elementary = 52%, Middle = 38% Support for social emotional learning: Elementary = 47%, Middle = 34% Anti Bullying climate: Elementary = 47%, Middle = 34% Positive staff working environment: Elementary = 46%, Middle = 32% Is school safe for students: Elementary = 57%, Middle = 42% Respect for diversity: Elementary = 45%, Middle = 33%	Caring adult relationships: Elementary = 56%, Middle = 40% Promotion of parental involvement: Elementary = 43%, Middle = 39% Positive student learning Environment: Elementary = 51%, Middle = 39% Support for social emotional learning: Elementary = 40%, Middle = 31% Anti Bullying climate: Elementary = 43%, Middle = 31% Positive staff working environment: Elementary = 42%, Middle = 30% Is school safe for students: Elementary = 48%, Middle = 39%	Elementary = 51% Middle = 47% Promotion of parental involvement: Elementary = 45% Middle =35% Positive student learning Environment: Elementary =49% Middle = 43% Support for social emotional learning: Elementary = 44%, Middle =34% Anti Bullying climate: Elementary = 44% Middle = 33% Positive staff working environment: Elementary = 37% Middle = 36% Is school safe for students: Elementary = 47% Middle = 45%	Promotion of parental involvement: Elementary = 63%, Middle = 48% Positive student learning Environment: Elementary = 52%, Middle = 53% Support for social emotional learning: Elementary = 62%, Middle = 49% Anti Bullying climate: Elementary = 62%, Middle = 49% Positive staff working environment: Elementary = 61%, Middle = 47% Is school safe for students: Elementary = 57%, Middle = 57% Respect for diversity: Elementary = 60%, Middle = 48%	Middle: +2% Positive student learning environment Elementary: –3% Middle: +5% Support for social emotional learning Elementary: –3% Middle: 0% Anti-bullying climate Elementary: –3% Middle: –1% Positive staff working environment Elementary: –9% Middle: +4% Is school safe for students Elementary: –10% Middle: +3% Respect for diversity Elementary: –2 Middle: N/A ? 33% (no 2024 middle comparison provided)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Respect for diversity: Elementary = 45%, Middle = 30%	Respect for diversity: Elementary = 43% Middle = 33%		
2.9	Facilities Inspection Tool (FIT) ratings will be increased and maintained at "GOOD" for all sites.	2023-2024 FIT Reports Fairsite-FAIR 86.94% Lake Canyon-GOOD 92.10% Marengo Ranch-GOOD 91.84% River Oaks-GOOD 91.41% Valley Oaks-GOOD 93.63% Vernon E Greer-GOOD 92.45% McCaffrey Middle School- FAIR 88.82%	2024-2025 FIT Reports Fairsite-FAIR 84% Lake Canyon-GOOD 92.8% Marengo Ranch-GOOD 90.2% River Oaks-GOOD 91.4% Valley Oaks-GOOD 92.2 % Vernon E Greer-GOOD 91.6% McCaffrey Middle-FAIR School-87.26%	2025-2026 FIT Reports Fairsite-84.15% FAIR Lake Canyon-93.07% GOOD Marengo Ranch-90.01% GOOD River Oaks-93.31% GOOD Valley Oaks-95.45% GOOD Vernon E Greer-92.06% GOOD McCaffrey Middle-88.71% FAIR	2026-2027 FIT Reports Fairsite-GOOD Lake Canyon-GOOD Marengo Ranch-GOOD River Oaks-GOOD Valley Oaks-GOOD Vernon E Greer-GOOD McCaffrey Middle School-GOOD	All sites maintained the Baseline rating.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.10	Williams Facilities Complaints will be maintained at ZERO (0).	2023-2024 State Data Complaints: 0	2024-2025 State Data Complaints: 0	For 2025-2026 State Data Complaints: 0	2026-2027 State Data Complaints: 0	Maintained
2.11	Percentage of staff and parents responding "Strongly Disagree" on the annual CalSCHLS survey will be at least 5% or less in the areas identified as priorities.	2025 Survey: The following areas are above 5% for “Strongly Disagree” on the staff surveys: School handles discipline problems fairly - 8% Strongly Disagree Facilities upkeep - 6% Strongly Disagree	N/A	2026 Survey School handles discipline problems fairly -10 % Strongly Disagree Facilities upkeep - 7% Strongly Disagree	2027 Survey School Survey: School handles discipline problems fairly - 5% or less "Strongly Disagree" Facilities upkeep - 5% or less "Strongly Disagree"	Difference From Baseline and 2026 Data School handles discipline problems fairly +2 % Strongly Disagree Facilities upkeep +1% Strongly Disagree

Goal Analysis [2025-26]

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

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

Action 2.1: Partially implemented. Due to Federal Funding cuts, the district did lose one social worker position which required social workers and school counselors to be shared between sites. However, all sites had access to either a social worker or counselor in addition to the Mental Health Clinicians available through SCOE partnerships. Social Emotional Support is being provided through the Wellness Center at the middle school and Lake Canyon.

Action 2.2: Fully implemented: 2 School Resource Officers are available across the district. Each campus has appropriate number of yard supervisors.
Action 2.3: Fully Implemented: Expanded Learning Program is available at all 7 campuses.
Environmental Outdoor Education Coordinator and Visual and Performing Arts Coordinator provide many opportunities for enrichment activities:
Environmental Outdoor Education Coordinator: Planned activities-bird watching; acorn planting, Salmon in Classroom Workshop; Pumpkin Patch; Habitat Restoration;Wetlands/Waterfowl; and Staten Island; Winter Bird Festival. Students have been planting plants at Cosumnes River Preserve to create habitat for monarchs and other butterflies. Webinars are being hosted to promote these habitat restoration activities to teachers.

Visual and Performing Arts Coordinator/Visual and Performing Arts (VAPA): Served students across all school sites through live theatre performances, museum field trips, visiting artists, assemblies, community arts partnerships, and hands-on visual art and music instruction aligned to California VAPA Standards. Funded teacher professional development through Takeaway Tuesday arts integration sessions and educational conferences. Purchased arts supplies, technology, and instructional resources to sustain arts learning at school sites.

Action 2.4 Fully implemented actions to support clean, safe and well-maintained facilities.

Action 2.5: Fully implemented. All school sites are implementing Second Step and identify strengths and talents.

Action 2.6: Fully Implemented. PBIS implementation support is being provided by Board Certified Behavior Analyst at multiple sites. Support is being provided to implement Tiered behavioral strategies, behavioral expectations, referral and intervention processes. RBTs support behavioral needs across school sites.

Action 2.7: Fully Implemented. Site based attendance teams address attendance issues by implementing attendance incentives and then tiered responses to chronically absent students. District Attendance Team meets once a trimester to discuss challenges and develop procedural consistencies

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.

For LCAP Goal 2, there were three actions with material differences greater than 10% as follows: Due to reductions in federal Title I funding, a Social Worker vacancy was not filled during the school year (Action 2.1). SEL curriculum expenditures remained lower than anticipated, as only a small amount was needed for replacement supplies and materials for new classrooms or students (Action 2.5). Additionally, Supplies and Services increased by approximately $25,000 to support student health and safety needs, including AED access and other health-related supply replacements across schools (Action 2. 7).

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

Action items 2.1 and 2.7 have been effective in reducing the chronic absenteeism rate-as documented in the CA Dashboard data and increasing Average Daily Attendance (Local SIS data)
Action items: 2.1, 2.3, 2.5, 2.6, 2.7 have been effective in reducing suspension rates as documented on the CA Dashboard.
Enrichment activities supported through Action 2.3 have been effective in increasing school engagement and connectedness as evidenced by 2026 CalSCHLS surveys for students in grades 5-8.

Action 2.2: Effective in maintaining a safe learning environment as evidenced by 2025 CalSCHS student surveys.
Action 2.4: Continue to monitor effectiveness-FIT report indicated all sites maintained their status from the 2024 rating.

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 to broad goal:
No changes to metrics or actions.

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	Mental Health Supports	Sustain a social worker or school counselor in every school to provide mental health services, social emotional, behavior and academic supports within the MTSS framework. A wellness center at the middle school will support students who have individual needs.	$851,629.13	Yes
2.2	Safety	Student safety and well-being will be supported by the School Resource Officer (SRO) program and yard supervisors.	$831,024.66	No
2.3	Expanded Learning Programs	Expanded Learning and Enrichment Programs will support learners at all school sites and offer a variety of expanded learning and culturally relevant enrichment opportunities (sports, music, art, STEAM, GATE, environmental education, etc.) during and after the school day. District-wide enrichment opportunities will be coordinated by The Environmental Outdoor Education Coordinator and the Visual and Performing Arts District Coordinator.	$2,949,050.72	No
2.4	Facilities	Ensure all facilities are safe, well-maintained and clean.	$2,504,574.53	No

Action #	Title	Description	Total Funds	Contributing
2.5	SEL Curriculum	All schools will implement the Second Step SEL curriculum with students in PreK-8 and participate in identifying/building on students' talents and strengths.	$20,000.00	No
2.6	Behavior	Implementing and strengthening Positive Behavioral Interventions and Supports and access to specialized certificated and classified staff to support schools where Homeless, Students with Disabilities, English Learners, Hispanic, White and Socioeconomically Disadvantaged, Long Term English Learner student groups are in the RED indicator for Suspensions.	$1,179,033.37	Yes
2.7	Chronic Absenteeism	Continue to support strategies, resources, staffing needed to monitor student connectedness and engagement at schools where Students with Disabilities and Socioeconomically Disadvantaged student groups performed in the the RED indicator for Chronic Absenteeism.	$245,862.00	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
$5,576,050	$1,128,926

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
14.617%	0.000%	$0.00	14.617%

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:** School Readiness **Need:** Educational partners have expressed interest and need for early intervention services for our 0-5 students focusing on preacademic/school readiness, social-emotional development, parent education and resources.	School Readiness services support: 1. A focus on prevention and early intervention to ensure that children have enhanced early growth experiences to reach their full potential; 2. Using whole-child and family-centered services to support the well-being and safety of children, to fortify family strengths, and to support safe, stable, and nurturing parenting that enhances child resilience; 3. Recognition that parents are the experts on their children and therefore have an essential role in the	School Readiness direct services to families will increase by at least 25 families each year.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: Schoolwide	planning, development, and implementation of programs that impact their families. School Readiness and Early Learning opportunities are offered at Fairsite Elementary due to the population living in the area. Bilingual Community Outreach Coordinator and the School Readiness team prioritizes the enrollment of unduplicated students who may not have access to quality early intervention. Early intervention services support positive outcomes in school.	
1.5	**Action:** Class Size **Need:** Local and state data demonstrate, unduplicated students perform below other student groups in ELA and Math. **Scope:** LEA-wide	GJUESD will continue to reduce TK-3 class size beyond the 24:1 (TK 10:1) base through certificated staffing in order to more effectively address students not meeting grade level standards. Unduplicated learners will benefit through increased time for high quality personalized instruction and support for individual growth accomplishment in reading, mathematics and English Language Development. Supplemental curriculum and online courseware will further support the academic needs of the unduplicated student population. Additional personalized support for English Learners, Socioeconomic Disadvantaged and Foster Youth will be provided through increased instructional assistants providing individual and small group support during the regular school day. This action is principally directed to support the academic growth of unduplicated students but is provided LEA wide as it may also benefit all students.	DRA; i-Ready-Math and ELA
1.6	**Action:** AVID Program	AVID teaches students how to gain self-confidence and use professional communication and collaboration skills. It is these skills, that will	i Ready-ELA and Math/ CAASPP ELA-MATH

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: CA Dashboard: ELA and Math: High Needs Student Groups made growth; however are in the Very Low to Low range. Winter 2026 MAP:Reading English Learners: 20% goal met Socioeconomically Disadvantaged: 47% goal met Winter 2026 iReady Math: Socioeconomically Disadvantaged: 36% English Learners: 18% **Scope:** Schoolwide	help students reach their goals and achieve academic growth. Site AVID Lead will prioritize outreach to high needs students to teach and reinforce strategies and expectations of academic behaviors to be successful in middle and high school with a focus on college pathways. This action is principally directed to support the academic growth and post secondary awareness of unduplicated students and accessible school wide as it may also benefit all students.	
1.7	**Action:** Instructional Assistant (IA) Support **Need:** Local and state data demonstrate, unduplicated students perform below other student groups in ELA and Math. **Scope:** LEA-wide	GJUESD will continue to provide IA support for high needs students in early reading and additional personalized bilingual support for English Learners in grades TK-3; newcomers and LTEL in grades 4th-8th; Instructional assistants to support mainstreaming for students with disabilities access to general education core instruction. This action is principally directed to support the academic growth of unduplicated students but is provided LEA wide as it may also benefit all students. This supplemental support enhances the core instructional program.	DRA, CAASPP; i-Ready-math/ELA
1.8	**Action:** Dual Language Immersion (DLI) Program	GJUESD continues to develop the DLI program, adding a grade level year school year. Access to	DRA/, i-Ready-ELA/Math; CalSCHLS

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: Based on positive community feedback, parents and staff value the need for a Dual Language Immersion Program to meet the needs of our diverse student community and develop biliteracy skills for college and career readiness. **Scope:** Schoolwide	high quality professional development for the BCLAD teachers is a priority to meet the unique learning needs of the students in the program and align program components to the core biliteracy pillars of high academic achievement, first and second language proficiency, and cross-cultural understanding. This action is principally directed to support the academic growth of unduplicated students but is provided school wide as it may also benefit all students who have access to BCLAD teachers.	
1.13	**Action:** Online Learning Courseware **Need:** Academic indicators reveal ongoing need for reinforcement of skills. District assessment of student data, shows unduplicated students are lagging in academic achievement in comparison to other student groups. **Scope:** LEA-wide	Online resources support individual learning pathways and access to supplemental curriculum for English Learners, Socioeconomically Disadvantaged, Homeless and Foster Youth are prioritized and are identified with the various classroom and district assessments. This action is principally directed to support the academic growth of unduplicated students but is provided LEA wide as it may also benefit all students.	DRA/CAASPP/i-Ready
1.15	**Action:** Parent Engagement and Participation **Need:** Per attendance data and survey results, participation by parents of unduplicated students is low. There is a need to continue to address barriers and to provide multiple opportunities for families to attend various school activities.	Research shows that parent engagement in schools is closely linked to better student behavior, higher academic achievement, and enhanced social skills. GJUESD strives to strengthen parent participation LEA wide by providing frequent and timely communication; communication in primary language and opportunities for leadership roles.	CalSCHLS 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
	Scope: LEA-wide	Outreach will supported by the Bilingual Community Outreach Coordinator to prioritize parents of unduplicated students.	
1.16	**Action:** Transportation Services **Need:** Educational partners have expressed concerns that poor attendance has been attributed to lack of district transportation. **Scope:** LEA-wide	The additional routes will support daily attendance to assist High Needs Learners get to and from school. Local and state data on Chronic Absenteeism has shown significant improvement. This action is principally directed to support the attendance rates of unduplicated students but is provided LEA wide as it may also benefit all students.	Chronic Absenteeism, ADA
1.18	**Action:** Parent Involvement/Family Engagement **Need:** Per attendance data and survey results, participation by parents of unduplicated students is low. There is a need to continue to address barriers and to provide multiple opportunities for families to attend various school activities. **Scope:** LEA-wide	Research shows that parent engagement in schools is closely linked to better student behavior, higher academic achievement, and enhanced social skills.GJUESD continues its efforts to increase parent participation in their children's education by developing leadership capacity, knowledge and awareness of district goals and priorities that impact programs for unduplicated students. Parents of unduplicated students will be represented at all stakeholder meetings (DAC, ELAC, DELAC, listening circles, surveys, and teacher/parent talks) to promote parent participation in programs for unduplicated students.	CalSCHLS surveys
2.1	**Action:** Mental Health Supports **Need:**	Social workers/counselors in every school provide targeted social emotional, behavior, language and academic supports to high needs students and families. Bilingual staff are strategically assigned	Chronic Absenteeism; local ADA rate;Suspension rates; CalSCHL 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
	Our unduplicated students present more challenges with social emotional needs, school avoidance and behavioral dysregulation. **Scope:** LEA-wide	to support schools with a higher percentage of families whose first language is not English. This action is principally directed to support the social-emotional needs of unduplicated students but is provided LEA wide as it may also benefit all students.	
2.6	**Action:** Behavior **Need:** Higher suspension rates for unduplicated pupils and students with disabilities-as reported on the CA Dashboard. **Scope:** LEA-wide	The implementation of PBIS will provide tools, resources and a systematic way to teach appropriate behavior and consistently address challenging behaviors. Teachers will be given tiered interventions to implement as proactive and responsive strategies in an effort to significantly decrease suspension rates for the identified student groups and schools However, these actions are being provided on an LEA-wide basis to maximize their impact in increasing overall positive behavior rates for all students.	CA Dashboard Suspensions; Expulsions
2.7	**Action:** Chronic Absenteeism **Need:** Higher chronic absenteeism rates for unduplicated pupils and Students With Disabilities-as reported on the CA Dashboard. **Scope:** LEA-wide	The school site Attendance Teams will implement tiered proactive and responsive strategies in an effort to significantly decrease chronic absenteeism rates for the identified student groups and schools. However, these actions are being provided on an LEA-wide basis to maximize their impact in increasing overall attendance rates for all students.	ADA, Chronic Absenteeism-CA Dashboard.

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
1.22	**Action:** Long Term English Learners **Need:** Based on Dashboard and Local reclassification data, designated and integrated ELD services are necessary in developing English proficiency for academic success for the LTELS. The LTELS received the lowest performance level on the CA Dashboard in the areas of Math and Suspensions. CA Dashboard: ELA and Math: High Needs Student Groups made growth; however are in the Very Low to Low range. Winter 2026 MAP:Reading English Learners: 20% goal met Socioeconomically Disadvantaged: 47% goal met Winter 2026 iReady Math: Socioeconomically Disadvantaged: 36% English Learners: 18% **Scope:** Limited to Unduplicated Student Group(s)	Funding is allocated towards professional development to strengthen outcomes for AR-LTELs and LTELs. Professional development is provided to teachers and instructional staff to deepen their understanding of the progression of the ELD Standards and the instructional practices necessary to support language acquisition and academic achievement. The District has established a process to identify AR-LTELs, monitor student progress, and implement targeted interventions designed to address language needs, improve academic performance, and reduce the number of students who become or remain Long-Term English Learners. These actions are intended to increase English language proficiency, promote reclassification, and ensure equitable access to grade-level standards and instruction. Funding is used to provide targeted support for At-Risk Long-Term English Learners (AR-LTELs) and Long-Term English Learners (LTELs) through bilingual instructional assistants and designated English Language Development (ELD) services. Students receive 30 minutes of daily Designated ELD instruction focused on accelerating English language proficiency, strengthening literacy skills, and developing academic language. Bilingual instructional assistants also support Integrated ELD throughout the instructional day by providing language scaffolds, vocabulary development, and	CA Dashboard: ELP and Local Reclassification rates.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		targeted assistance across content areas, including English language arts and mathematics. AR-LTEL and LTEL students require specific instructional strategies to continue to make progress towards English proficiency. Teachers require specialized training to meet the unique needs of the AR-LTEL and LTELs.	

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

N/A

Additional Concentration Grant Funding

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

Additional dollars are used to provide additional staff, for example: bilingual instruction aides (1.7), office and outreach assistants (1.19), social workers (2.1), additional teachers to reduce class sizes (1.5), additional transportation services to ensure students get to school (1.16).

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	26:1	20:1
Staff-to-student ratio of certificated staff providing direct services to students	20:1	16:1

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	38,148,755	5,576,050	14.617%	0.000%	14.617%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$28,301,167.13	$6,785,103.80	$143,839.61	$1,419,620.48	$36,649,731.02	$31,030,222.18	$5,619,508.84

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	School Readiness	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Fairsite Elementary 0-5 years Prekindergarten	ongoing	$2,332,834.00	$106,000.00	$980,821.00	$1,458,013.00			$2,438,834.00	
1	1.2	Certificated Teaching Staff	All Students with Disabilities	No			All Schools	ongoing	$14,012,171.00	$0.00	$14,012,171.00				$14,012,171.00	
1	1.3	Intern Teachers	All Students with Disabilities	No			All Schools	ongoing	$90,878.00	$0.00				$90,878.00	$90,878.00	
1	1.4	Administrative Staffing	All Students with Disabilities	No			All Schools	ongoing	$2,781,176.00	$0.00	$2,676,176.00	$105,000.00			$2,781,176.00	
1	1.5	Class Size	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$1,660,761.00	$0.00	$1,660,761.00				$1,660,761.00	
1	1.6	AVID Program	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: McCaffrey Middle School, Lake Canyon	ongoing	$239,931.00	$18,900.00	$258,831.00				$258,831.00	
1	1.7	Instructional Assistant (IA) Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$413,038.00	$0.00	$208,038.00			$205,000.00	$413,038.00	
1	1.8	Dual Language Immersion (DLI) Program	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Valley Oaks and Fairsite Elementar	ongoing	$1,209,694.00	$10,000.00	$1,219,694.00				$1,219,694.00	

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
							y									
1	1.9	Academic Conferences/MTSS	All Students with Disabilities	No			All Schools	ongoing	$75,000.00	$0.00	$75,000.00				$75,000.00	
1	1.10	Professional Learning	All	No			All Schools	ongoing	$200,000.00	$40,000.00	$140,000.00	$100,000.00			$240,000.00	
1	1.11	Alternative Educational Options	All	No			Specific Schools: Lake Canyon Elementary and McCaffrey Middle School	ongoing	$169,103.10	$105,000.00	$171,505.10			$102,598.00	$274,103.10	
1	1.12	California Content Standards	All Students with Disabilities	No			All Schools	ongoing	$0.00	$759,409.00		$759,409.00			$759,409.00	
1	1.13	Online Learning Courseware	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$0.00	$540,015.00	$140,015.00	$400,000.00			$540,015.00	
1	1.14	Technology for Instruction and Learning	All Students with Disabilities	No			All Schools	ongoing	$280,293.43	$400,000.00	$222,216.62	$400,000.00		$58,076.81	$680,293.43	
1	1.15	Parent Engagement and Participation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$0.00	$20,000.00	$20,000.00				$20,000.00	
1	1.16	Transportation Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$852,939.24	$665,184.00	$1,518,123.24				$1,518,123.24	
1	1.17	College and Career Pathways	All Students with Disabilities	No			5th through 8th	ongoing	$141,185.16	$58,814.84	$200,000.00				$200,000.00	
1	1.18	Parent Involvement/Family Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$0.00	$20,400.00	$20,400.00				$20,400.00	
1	1.19	Parental Participation in LCAP process	All	No			All Schools	ongoing	$0.00	$60,000.00		$60,000.00			$60,000.00	
1	1.20	Academics	Students with Disabilities	No			Specific Schools: McCaffrey Middle School and Lake Canyon	2024-2025	$403,517.84	$2,500.00	$2,500.00	$203,635.62		$199,882.22	$406,017.84	

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
							Elementary									
1	1.21	English Learners-ELD	All English Learners	No			All Schools	ongoing	$84,272.00	$0.00				$84,272.00	$84,272.00	
1	1.22	Long Term English Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	ongoing	$310,000.00	$5,540.00	$310,000.00			$5,540.00	$315,540.00	
2	2.1	Mental Health Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$848,629.13	$3,000.00	$569,992.43		$143,839.61	$137,797.09	$851,629.13	
2	2.2	Safety	All	No			All Schools	ongoing	$831,024.66	$0.00	$831,024.66				$831,024.66	
2	2.3	Expanded Learning Programs	All	No			All Schools	ongoing	$2,130,824.72	$818,226.00		$2,949,050.72			$2,949,050.72	
2	2.4	Facilities	All	No			All Schools	ongoing	$675,654.53	$1,828,920.00	$2,504,574.53				$2,504,574.53	
2	2.5	SEL Curriculum	All	No			All Schools	ongoing	$0.00	$20,000.00	$20,000.00				$20,000.00	
2	2.6	Behavior	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 school year	$1,042,433.37	$136,600.00	$358,386.55	$292,903.46		$527,743.36	$1,179,033.37	
2	2.7	Chronic Absenteeism	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 school year	$244,862.00	$1,000.00	$180,937.00	$57,092.00		$7,833.00	$245,862.00	

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
38,148,755	5,576,050	14.617%	0.000%	14.617%	$7,445,999.22	0.000%	19.518 %	**Total:**	$7,445,999.22
								LEA-wide Total:	$4,676,653.22
								Limited Total:	$310,000.00
								Schoolwide Total:	$2,459,346.00

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**	School Readiness	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Fairsite Elementary 0-5 years Prekindergarten	$980,821.00	
1	**1.5**	Class Size	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,660,761.00	
1	**1.6**	AVID Program	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: McCaffrey Middle School, Lake Canyon	$258,831.00	
1	**1.7**	Instructional Assistant (IA) Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$208,038.00	
1	**1.8**	Dual Language Immersion (DLI) Program	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Valley Oaks and Fairsite Elementary	$1,219,694.00	
1	**1.13**	Online Learning Courseware	Yes	LEA-wide	English Learners Foster Youth	All Schools	$140,015.00	

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 (%)
					Low Income			
1	1.15	Parent Engagement and Participation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$20,000.00	
1	1.16	Transportation Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,518,123.24	
1	1.18	Parent Involvement/Family Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$20,400.00	
1	1.22	Long Term English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$310,000.00	
2	2.1	Mental Health Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$569,992.43	
2	2.6	Behavior	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$358,386.55	
2	2.7	Chronic Absenteeism	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$180,937.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$37,100,164.00	$37,588,380.99

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**	School Readiness	Yes	$2,438,834.00	2,451,455.00
1	**1.2**	Certificated Teaching Staff	No	$14,012,171.00	14,386,459
1	**1.3**	Intern Teachers	No	$111,000	103,768.28
1	**1.4**	Administrative Staffing	No	$2,881,176.56	2,966,906
1	**1.5**	Class Size	Yes	$1,660,761.00	1,726,528.47
1	**1.6**	AVID Program	Yes	$258,831.00	276,378.00
1	**1.7**	Instructional Assistant (IA) Support	Yes	$843,348.00	$413,038.45
1	**1.8**	Dual Language Immersion (DLI) Program	Yes	$1,219,694.00	1,368,761.66
1	**1.9**	Academic Conferences/MTSS	No	$75,000.00	56,000.00
1	**1.10**	Professional Learning	No	$140,000.00	146,099.11
1	**1.11**	Alternative Educational Options	No	$274,103.52	168,812.77

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	1.12	California Content Standards	No	$759,409.00	683,573.00
1	1.13	Online Learning Courseware	Yes	$540,015.00	412,100.80
1	1.14	Technology for Instruction and Learning	No	$680,293.43	778,928.54
1	1.15	Parent Engagement and Participation	Yes	$20,000.00	12,656.70
1	1.16	Transportation Services	Yes	$1,518,123.24	1,716,274.47
1	1.17	College and Career Pathways	No	$200,000.00	199,527.18
1	1.18	Parent Involvement/Family Engagement	Yes	$20,400.00	29,795.66
1	1.19	Parental Participation in LCAP process	No	$60,000.00	80,517.04
1	1.20	Academics	No	$406,017.84	422,158.48
1	1.21	English Learners-ELD	Yes	$84,272.00	$80,490.00
1	1.22	Long Term English Learners	Yes	$315,540.00	335,693.11
2	2.1	Mental Health Supports	Yes	$851,629.13	728,048.27
2	2.2	Safety	No	$831,024.66	838,041.00

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)
2	**2.3**	Expanded Learning Programs	No	$2,949,050.72	3,053,580.97
2	**2.4**	Facilities	No	$2,504,574.53	2,766,412.00
2	**2.5**	SEL Curriculum	No	$20,000.00	4,104.76
2	**2.6**	Behavior	Yes	$1,179,033.37	1,103,651.00
2	**2.7**	Chronic Absenteeism	Yes	$245,862.00	278,621.27

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)
5,969,037	$7,774,251.22	$10,933,492.86	($3,159,241.64)	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	School Readiness	Yes	$980,821.00	2,451,455.00		
1	1.5	Class Size	Yes	$1,660,761.00	1,726,528.47		
1	1.6	AVID Program	Yes	$258,831.00	276,378.00		
1	1.7	Instructional Assistant (IA) Support	Yes	$536,290.00	$413,038.45		
1	1.8	Dual Language Immersion (DLI) Program	Yes	$1,219,694.00	1,368,761.66		
1	1.13	Online Learning Courseware	Yes	$140,015.00	412,100.80		
1	1.15	Parent Engagement and Participation	Yes	$20,000.00	12,656.70		
1	1.16	Transportation Services	Yes	$1,518,123.24	1,716,274.47		
1	1.18	Parent Involvement/Family Engagement	Yes	$20,400.00	29,795.66		
1	1.21	English Learners-ELD	Yes		$80,490.00		
1	1.22	Long Term English Learners	Yes	$310,000.00	335,693.11		
2	2.1	Mental Health Supports	Yes	$569,992.43	728,048.27		
2	2.6	Behavior	Yes	$358,386.55	1,103,651.00		

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)
2	**2.7**	Chronic Absenteeism	Yes	$180,937.00	278,621.27		

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)
36,592,120	5,969,037	0	16.312%	$10,933,492.86	0.000%	29.879%	$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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