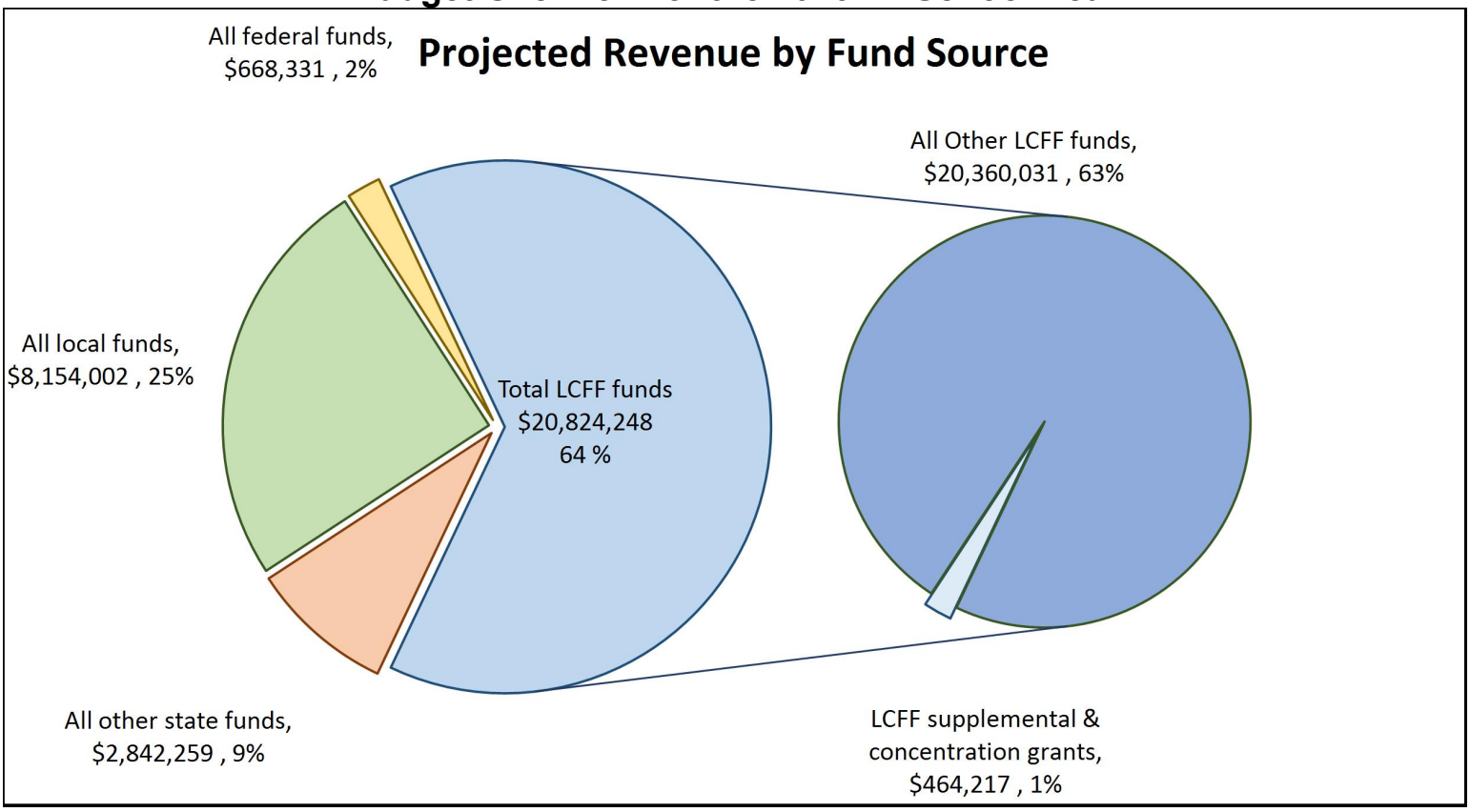
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Ross Valley Elementary School District
CDS Code: 21-75002
School Year: 2026-27
LEA contact information:
Julia Wolcott
Assistant Superintendent
jwolcott@rossvalleyschools.org
415-451-4072

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

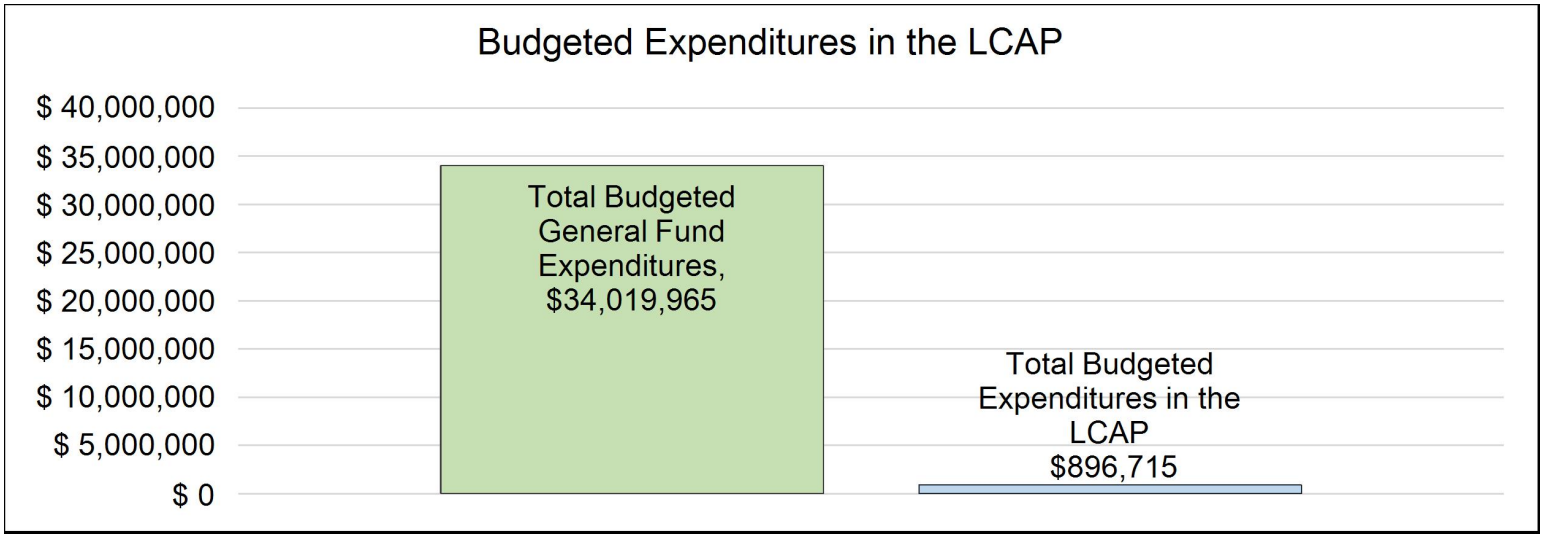


This chart shows the total general purpose revenue Ross Valley Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Ross Valley Elementary School District is $32,488,840, of which $20,824,248 is Local Control Funding Formula (LCFF), $2,842,259 is other state funds, $8,154,002 is local funds, and $668,331 is federal funds. Of the $20,824,248 in LCFF Funds, $464,217 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 Ross Valley 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: Ross Valley Elementary School District plans to spend $34,019,965 for the 2026-27 school year. Of that amount, $896,715 is tied to actions/services in the LCAP and $33,123,250 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

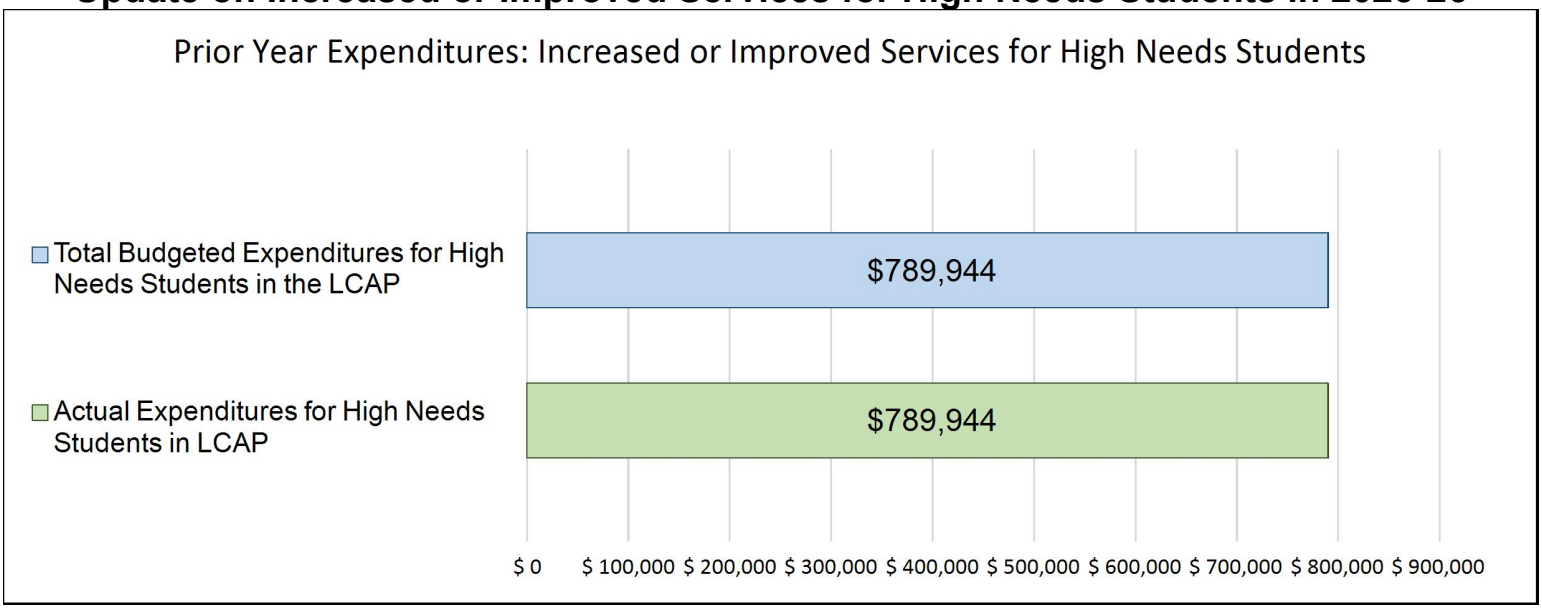
These expenses are for Salaries, Benefits, Special Education, Facility Maintenance, and other supplies and services for the education of all students of the District.

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

In 2026-27, Ross Valley Elementary School District is projecting it will receive $464,217 based on the enrollment of Foster Youth, English learner, and low-income students. Ross Valley Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Ross Valley Elementary School District plans to spend $746,715 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 Ross Valley 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 Ross Valley 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, Ross Valley Elementary School District's LCAP budgeted $789,944 for planned actions to increase or improve services for high needs students. Ross Valley Elementary School District actually spent $789,944 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
Ross Valley Elementary School District	Julia Wolcott Assistant Superintendent	jwolcott@rossvalleyschools.org 415-451-4072

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.

OUR SETTING
Nestled on the eastern side of Mount Tamalpais, the Ross Valley School District (RVSD) serves the towns of Fairfax and San Anselmo, as well as families from San Rafael and nearby unincorporated areas of Marin County. The district comprises four elementary schools and one middle school, with a total enrollment of about 1,700 students in grades TK–8.

STUDENT WELLNESS, ACADEMIC RIGOR, AND EQUITY
At RVSD, we recognize that academic rigor, strong relationships, and equitable practices are vital to student success. We are committed to supporting our students' social and emotional well-being and ensuring that every student feels a deep sense of belonging within our school community. To address the diverse needs of our learners, we have implemented a comprehensive Multi-Tiered System of Supports (MTSS) that integrates academic, behavioral, and social-emotional interventions. Our instructional framework emphasizes prioritized standards in English Language Arts and Mathematics, ensuring that all students have access to essential learning targets. Teachers utilize a variety of formative assessments and data-driven strategies to inform instruction and provide targeted support. Specialized services, including intervention programs and English Language Development, are embedded within our MTSS to support students at all tiers of need.
A robust art and music program, generously funded by the YES Foundation, enhances student learning and fosters creativity across all grade levels.

PROFESSIONAL DEVELOPMENT

Teaching and learning in RVSD are collaborative efforts. Our dedicated teachers regularly participate in professional development to strengthen their practice and share insights with colleagues. This learning is aligned with our strategic goals, with a focus on prioritized standards and the effective implementation of MTSS.
Our teacher leadership group—with representatives from all sites and special education—partners with district administration to design and deliver professional learning. This collaborative approach ensures our educators are well prepared to meet the diverse needs of all students.

PARENT/GUARDIAN PARTNERSHIP
Parent and guardian involvement is a cornerstone of our success. Volunteers actively support classrooms, schools, and district initiatives. Each school offers multiple avenues for parent involvement, including PTA/PTO groups, Site Councils, and vibrant DEIB (Diversity, Equity, Inclusion, and Belonging) parent organizations. The YES Foundation raises funds to sustain music, art, and other enrichment opportunities. We practice shared decision-making at both the site and district levels, ensuring strong partnerships with our families and community.

A COMMITMENT TO EQUITY
We are deeply committed to creating strong, supportive learning environments for every student, every day. Professional development focused on recognizing implicit bias and implementing culturally responsive teaching practices has shifted our collective perspective toward fostering more inclusive school experiences. We have developed a Racial Equity Action Plan, which is updated annually and provides direction for our work.

Reflections: Annual Performance

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

Ross Valley School District demonstrated strong overall growth in student achievement, earning BLUE status in both ELA and Math in 2025. ELA performance increased by 9 points overall, while Math increased by 6.2 points, though achievement gaps remain for Hispanic students, Socioeconomically Disadvantaged students, Students with Disabilities, and Multilingual Learners in several areas. English Learner Progress improved significantly, moving to GREEN status with 57.9% of multilingual learners making progress toward English proficiency. Chronic absenteeism also improved substantially, declining to 9.1% and moving the district from RED status in 2023 to GREEN in 2025. Suspension rates increased in 2025, however, indicating a continued need to strengthen student supports and equitable discipline practices for several student groups.

ACADEMIC PERFORMANCE ELA - 2023 GREEN | 2024 BLUE | 2025 BLUE
Overall, ELA performance increased by 9 points. Multilingual learners increased by 10.8 points (YELLOW status). Three groups are in ORANGE status: Hispanic students (declined 4.3 pts), Socioeconomically Disadvantaged Students (Maintained 0.6 pts), and Students with Disabilities (Maintained 1.3 pts).

ACADEMIC PERFORMANCE MATH - 2023 GREEN | 2024 GREEN | 2025 BLUE
Overall, math performance increased by 6.2 points. Four student groups are in ORANGE status: Multilingual Learners (declined 8.9 pts), Hispanic Students (declined 7 pts), Socioeconomically Disadvantaged Students (declined 4.9 pts), and Students with Disabilities (declined 9.2 pts).

ENGLISH LEARNER PROGRESS - 2023 YELLOW | 2024 YELLOW | 2025 GREEN

57.9% of our multilingual learners are making progress towards English language proficiency. This reflects a 5.3-point increase over 2024.

SUSPENSIONS - 2023 ORANGE | 2024 BLUE | 2025 ORANGE
1.9% of students were suspended, an increase of 1.5 percentage points over 2024. Multilingual Learners (2 students), Hispanic students (5 students), Socioeconomically Disadvantaged Students (6 students), Students with Disabilities (9 students), and White students (23 students) are all in ORANGE status.

CHRONIC ABSENTEEISM - 2023 RED | 2024 YELLOW | 2025 GREEN
9.1% of students were chronically absent (a decline of 5.2% over 2024). English Learners are the only students in ORANGE status (declined 2.3 pts).

Reflections: Technical Assistance

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

No sites receive technical assistance.

Comprehensive Support and Improvement

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

Schools Identified

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

No RVSD schools are eligible for comprehensive support and improvement.

Support for Identified Schools

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

n/a

Monitoring and Evaluating Effectiveness

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

n/a

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
Parent Advisory Group (Superintendent's Council)	Membership includes site representatives from the Parent Club, Site Council, DEI/Equity Task Force, ELAC/DELAC as well as District staff (teachers, principals, and district office personnel). 9/26/25 Review of 2024-25 LCAP 1/30/26 Mid-year LCAP Review (metrics and expenditures) 4/24/26 LCAP Feedback
District Leadership Team (Including Bargaining Units)	Membership includes teacher representatives (2 per site), special education representatives, bargaining unit representatives, principals, and Assistant Superintendent of Education Services. Meets monthly to provide extensive feedback on district initiatives including the development of the LCAP. 9/9/25, 10/6/25, 12/2/25, 1/13/26, 2/10/26, 3/10/26, 4/27/26, 5/19/26
District English Language Advisory Committee (DELAC)	August/September Technology and School Support Evening for Spanish-speaking families (all sites) DELAC 10/7/25 Informational Meeting 2/5/26 Reclassification Celebration (over 150 in attendance) 5/28/26 Safety Training Trimester ELAC meetings at all sites
SELPA	The Director of Student Services and Assistant Superintendent of Education Services met with the county SELPA director. 5/11/2026 Special Education Parent Survey - fall 2025
Students	White Hill Middle School Student-led Antiracist Movement (SLAM!)

Educational Partner(s)	Process for Engagement
	Bi-monthly School Climate Surveys were administered to all 3rd - 8th-grade students
Administrative Team	Site and District Administrators meet every other week to discuss district initiative implementation.
Classified Personnel	Our District LCAP advisory group (Superintendent's Council) includes members of our classified staff including the CSEA president.
Families of Students in Special Education	Special Education Advisory Committee 11/4/25, 1/14/26, 3/18/26

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

The Ross Valley School District's Local Control and Accountability Plan (LCAP) is a comprehensive roadmap designed to meet the academic and social-emotional needs of all students, with a particular focus on student groups that have historically experienced disparities in achievement and well-being. Our LCAP goals are the result of extensive collaboration with our educational partners, whose insights have been instrumental in shaping targeted actions that promote equity, inclusion, and excellence.

Educational Partner Engagement and Contributions

Certificated Teaching Staff: Our educators emphasized the necessity for a cohesive, district-wide Social-Emotional Learning (SEL) program spanning grades K–8. This led to the development of Goal 2, Action 1, which focuses on implementing an articulated SEL curriculum to support students' emotional well-being and foster a positive school climate. Additionally, teachers advocated for the adoption of a new English Language Arts (ELA) program aligned with the Science of Reading research, culminating in Goal 1, Action 3.

Parent/Guardian Members of the Superintendent's Council: Recognizing the critical link between attendance and student success, council members collaborated on strategies to improve attendance rates, resulting in Actions 2.2 and 3.1. They also highlighted the importance of student wellness, contributing to the formulation of Actions 2.1 and 2.3, which aim to enhance mental health resources and support systems within our schools.

District English Learner Advisory Committee (DELAC): DELAC members advocated for increased engagement with Spanish-speaking families, leading to the prioritization of multilingual meetings and improved communication systems outlined in Actions 3.3 and 3.4. These initiatives aim to ensure that all families have equitable access to information and opportunities to participate in their children's education.

Student Voices: Our students provided valuable perspectives on the importance of fostering a sense of belonging and advancing antiracist practices within our schools. Their input directly influenced Action 2.1, which focuses on creating inclusive environments where every student feels valued, respected, and connected to the school community.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	ALL students will receive highly engaging, research-based instruction to develop proficiency in grade-level standards and skills. Through high-quality instruction and targeted supports and interventions, we will eliminate/reduce the predictability of learning outcomes based on race, disability, home language, and socio-economic status.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Our District has been engaged in the development of an articulated and comprehensive Multi-Tiered System of Support for the past three years (2020-2023 LCAP Goal #1). We recognize that to maximize the impact of our MTSS, we need to prioritize first, best instruction. This means prioritizing standards, identifying assessments to determine if students are meeting those priority standards, and developing high-impact instructional moves that support both students who are not meeting the standard and students who are showing mastery. This work will address the academic needs of all RVSD students, specifically our multilingual learners and students with disabilities.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP ELA	Met or Exceeded the Standard All Students - 75.8% SED (socio-economically disadvantaged) students - 43.9%	Met or Exceeded the Standard All Students - 76.9% SED (socio-economically	Met or Exceeded the Standard All Students - 77.98% SED (socio-economically	Increase the percentage of students that met or exceed grade level standard by a minimum of the following percentage points:	All Students - increased 1.1 pts SED students - decreased 11.51 pts MLL students - decreased 6.36 pts

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Multilingual (MLL) students - 17% Reclassified Fluent English Proficient (RFE)P - 60.5% Hispanic (not SED) students - 65.3% Students with Disabiliities (SWD) - 37.4%	disadvantaged) students - 60.22% Multilingual (MLL) students - 20% Reclassified Fluent English Proficient (RFE)P - 51.11% Hispanic (not SED) students - 69.77% Students with Disabiliities (SWD) - 42%	disadvantaged) students - 48.51% Multilingual (MLL) students - 13.64% Reclassified Fluent English Proficient (RFEP) - 61.36% Hispanic (not SED) students - 47.65% Students with Disabiliities (SWD) - 45.68%	All Students - 3 pts SED students - 6 pts MLL students - 8 pts RFEP students - 9 pts Hispanic (not SED) students - 10 pts SWD - 8 pts	RFEP students - increased 10.25 pts Hispanic (not SED) students - decreased 22.12 pts SWD - increased 3.68 pts
1.2	CAASPP Math	Met or Exceeded the Standard All Students - 63.9% SED students - 37.4% EL - 17.4% RFEP - 35.7% Hispanic (not SED) - 52.4% SWD - 25.9%	Met or Exceeded the Standard All Students - 67.02% SED students - 48.51% EL - 19.52% RFEP - 40.91% Hispanic (not SED) - 53.41% SWD - 34%	Met or Exceeded the Standard All Students - 69.18% SED students - 35.07% EL - 18.19% RFEP - 36.36% Hispanic (not SED) - 42.29% SWD - 41.25%	Increase the percentage of students that met or exceed grade level standard by a minimum of the following percentage points: All Students - 6 pts SED students - 8 pts MLL students - 8 pts RFEP students - 9 pts Hispanic (not SED) students - 8 pts SWD - 9 pts	All Students - increased 2.16 pts SED students - decreased 13.44 pts MLL students - decreased 1.33 pts RFEP students - decreased 4.55 pts Hispanic (not SED) students - decreased 11.12 pts SWD - increased 7.25 pts
1.3	Local Assessments	In 2024-25 we will have new standards-aligned assessments in place for K-5 mClass/DIBELS (K-2)	2024-25 iReady Diagnostic - Reading Fall (BOY) 57% on or above grade level	2025-2026 iReady Diagnostic - Reading Fall (BOY) 59% on or above grade level	80% or more of students will demonstrate grade level proficiency on the Reading and Mathematics	EOY results will be updated later in June

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		iReady reading and math diagnostic (K-5) We are also piloting iReady in 6-8 iReady will provide information on student progress by student group including our multilingual learners.	Winter (MOY) 73% on or above grade level Spring (EOY) 78% on or above grade level iReady Diagnostic - Math Fall (BOY) 37% on or above grade level Winter (MOY) 60% on or above grade level Spring (EOY) 72% on or above grade level mClass/DIBELS Reading Difficulty Screener At or Above Benchmark K BOY n/a; MOY 60%; EOY 76% 1st BOY 66%; MOY 72%; EOY 87% 2nd BOY 68%; MOY 71%; EOY 76%	Winter (MOY) 75% on or above grade level Spring (EOY) xx% on or above grade level iReady Diagnostic - Math Fall (BOY) 40% on or above grade level Winter (MOY) 60% on or above grade level Spring (EOY) xx% on or above grade level mClass/DIBELS Reading Difficulty Screener At or Above Benchmark K BOY n/a; MOY 54%; EOY xx% 1st BOY 67%; MOY 70%; EOY xx% 2nd BOY 73%; MOY 74%; EOY xx%	iReady diagnostic by the end of 2026.	
1.4	CA Dashboard - English Learner Progress	Dashboard Color: Yellow	Dashboard Color: Yellow 52.6% making progress towards	Dashboard Color: GREEN 57.9% making progress towards	Dashboard Color: Green 5% of students who maintained	Dashboard Color: Yellow>GREEN Percent making progress towards

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		53.3% making progress towards English language proficiency 28.3% maintained levels 18.3% Decreased at Least One ELPI Level	English language proficiency 33.3% maintained levels 21.1% Decreased at Least One ELPI Level	English language proficiency 29.8% maintained levels 12.3% Decreased at Least One ELPI Level	levels will make progress towards English proficiency 5% of students who decreased levels will maintain or progress levels	English language proficiency - increased 5.3 pts Percent maintained levels - decreased 3.5 pts (an improvement) Percent decreased at Least One ELPI Level - decreased 8.8 pts (improvement)
1.6	Standards-aligned Instructional Materials	Williams report shows all students have access to standards-aligned materials.	Williams report shows all students have access to standards-aligned materials.	Williams report shows all students have access to standards-aligned materials.	Maintain Williams report of all students have access to standards-aligned materials.	Maintained Williams report showing all students have access to standards-aligned materials.
1.7	Middle School Drop Out Rate	0% Middle School Drop Out Rate	0% middle school drop out rate	0% middle school drop out rate	Maintain 0% Middle School Drop Out Rate	Maintained 0% middle school drop out rate
1.8	Multilingual Learner Reclassification Rate	for the 2023-24 School Year, 13 of 92 MLL students were reclassified (14%)	for the 2024-25 School Year, 6 of 71 MLL students were reclassified (8.5%)	for the 2025-26 School Year, xxx of xxxx MLL students were reclassified (xxxx%)	Maintain reclassification rate of 14% or higher.	Reclassification rate decreased by 5.5%
1.9	Facilities Inspection Tool (FIT)	Attained "Good" rating on the FIT.	Attained "Good" rating on the FIT	Attained "Good" rating on the FIT	Maintain "Good" rating on the FIT	Maintained "Good" rating on the FIT.
1.10	Credentials Review	All certificated employees are appropriately	All certificated employees are appropriately	All certificated employees are appropriately	Maintain status of all certificated employees	Maintained status of all certificated employees

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		credentialed in their assigned role.	credentialed in their assigned role.	credentialed in their assigned role.	appropriately assigned.	appropriately assigned.
1.12	Student Information System Reports; Master Schedules; Report Cards; Elective Sign Up Sheets	All students have access to a broad course of study inclusive of ELA, Math, Science, History/Social Science, Art, Music, Physical Education, as well as other elective options. Intervention for students at the elementary level is scheduled so that they do not miss core instruction. Middle school math intervention is an elective class; these students still have the option of taking one elective course.	All students have access to a broad course of study inclusive of ELA, Math, Science, History/Social Science, Art, Music, Physical Education, as well as other elective options.	All students have access to a broad course of study inclusive of ELA, Math, Science, History/Social Science, Art, Music, Physical Education, as well as other elective options.	Maintain student access to a broad course of study.	Maintained student access to a broad course of study.
1.13	SpEd Parent Survey Results	71% of families report they feel their child is learning and progressing in their education 67% report that school staff communicates regularly regarding child's progress and related educational activities 28% report "uncertain" if the child receives all the	2024-25 Results 68.4% (child progressing). 60.5% (regular communication). 78.9% (parent ideas/concerns) Meaningful involvement: 73.7% of parent 76.4% of children	LORI	Maintain or increase the percentage of families who report that they feel their child is leaning and progressing in their education. Increase by 5% or more the percentage of families reporting that school staff communicates	Child Progressing down 3.6 pts Regular Communication down 6.2 pts Parent Ideas/Concerns down 5.3 pts LORI

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		accommodations and modifications to teaching, homework and other activities as agreed upon in the IEP.			regularly regarding child's progress and related educational activities Decrease by 5% or more the number of families who report “uncertain” if child receives all the accommodations and modifications to teaching, homework and other activities as agreed upon in the IEP.	

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.

The District has made strong progress toward Goal 1 in support of student academic success. A refined Multi-Tiered System of Supports (MTSS) is now implemented across all five sites, with weekly CARE team meetings providing structured opportunities for staff to review data and identify targeted supports for students. The implementation of i-Ready in grades K–8, along with site-based learning teams engaging in Plan-Do-Study-Act (PDSA) cycles, has strengthened data-driven instruction. Priority standards have been identified for grades TK–8, and elementary report cards are being revised to align with these standards.

The District also advanced curriculum and instructional practices by implementing a new English Language Arts program, EL Education, in K-5 and a new math program, Amplify DESMOS Math, in 6-8. Elementary English Language Development (ELD) teachers collaborated monthly to share effective practices, and the District celebrated reclassified English proficient students with a well-attended community event. A continued focus on teacher clarity through the use of learning targets supported high-quality instruction across sites.

Although there were no substantive differences between planned actions and implementation of goal 1, looking ahead, the District will develop elementary pacing guides and deepen implementation of high-impact instructional practices within the new ELA curriculum. Middle school math teachers will engage in coaching to strengthen implementation of the new math curriculum. Additionally, the District has identified the need to expand professional development in effective ELD strategies to better support multilingual learners.

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 only difference is related to the shifting of the Intervention Teacher at Brookside to a different funding source.

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

The district implemented priority standards, aligned report cards, new curriculum adoption, and structured data-driven collaboration to improve student achievement and instructional coherence.
This action was effective in making progress toward Goal 1 of increasing student academic success.
Evidence of this includes the successful first year of full implementation of the elementary ELA curriculum across all sites, consistent data analysis through district and site-based teams, and improved instructional practices to support multilingual learners.
This level of effectiveness was due to strong collaborative systems, a clear instructional focus through priority standards, and intentional alignment of curriculum and teaching practices.
Moving forward, the district will pilot an ELD program aligned to its ELA curriculum (EL Education) and continue strengthening integration between ELD and core instruction to better support multilingual learners.

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

No substantive changes were made to our planned goal 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
1.1	Priority Standards	Identify TK-8th priority standards, common formative assessments, and common research-based, high-impact instructional practices in ELA and Math.	$10,482.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.2	Learning Teams	Work in grade level/content area learning teams to analyze data and determine instructional strategies and targeted supports and interventions to accelerate learning in math and ELA	$397,161.00	Yes
1.3	K-5 ELA Curriculum Adoption	Identify, adopt, and implement a new K-5 English language arts instructional program in alignment with research-based best practices in literacy instruction. Provide training and planning time to all teachers (gen ed and special ed) for implementation of new instructional materials.	$150,000.00	No
1.4	ELD Instruction	Provide ongoing professional development and support for teachers on high-impact integrated ELD instructional strategies. Continue monthly meetings of site ELD teachers to coordinate and articulate designated ELD instruction.	$234,731.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Design and align current social emotional and behavioral programs and interventions within our MTSS to support the social and emotional well-being and academic success of all students.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

We recognize that student academic success is predicated on both relationships and academic rigor. We have learned from previous survey results, along with informal conversations with students and parents/guardians, that some of our student groups experience a lesser “sense of belonging” than their peers. Students are more likely to come to school when they feel that their school is a safe and welcoming place.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Student Survey - Elementary School (Grades 3-5)	2023-24 Percent Favorable Responses School Climate (77%) School Safety (70%) Sense of Belonging (73%) Teacher-Student Relationships (76%) Valuing of School (53%)	2024-25 Percent Favorable Responses School Climate (79%) School Safety (71%) Sense of Belonging (72%) Teacher-Student Relationships (77%) Valuing of School (55%)	2025-26 Student Survey New Platform: Kelvin Relationships Overall 90% Hispanic 67% Belonging Overall 87% Hispanic 67% Equity Overall 79%	The "heat map" for 3rd - 5th student groups will show no more than a 10% delta between an individual students group and the overall percentage.	New baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Hispanic 67% Female 67% Attendance Overall 80% HIspanic 58%		
2.2	Student Survey - Middle School	2023-24 Percent Favorable Responses Supportive Relationships (79%) Positive Feelings (54%) Social Awareness (57%) Challenging Feelings (56%) Emotion Regulation (42%) Social Perspective Taking (33%)	2024-25 Percent Favorable Responses Supportive Relationships (85%) Positive Feelings (62%) Social Awareness (61%) Challenging Feelings (58%) Emotion Regulation (53%) Social Perspective Taking (48%)	2025-26 Student Survey (Kelvin) Connection Overall 93% Black 63% Recognition Overall 83% Black 40% Agency Overall 75% Black 53% SED 52% Hispanic 68% Inclusion Overall 72% Black 65% SED 65%	The "heat map" for 6th - 8th student groups will show no more than a 10% delta between an individual students group and the overall percentage.	New baseline
2.3	Chronic Absenteeism (Dashboard)	2023 RED (absenteeism increased): All Students (19.9%) Asian (22.8%) 2+ Races (17.5%) SWD (29.1%) White (18.5%)	2024 YELLOW All Students (14.3%) Hispanic (19.6%) 2+ Races (11.4%) SWD (20.1%) White (13.1%) ORANGE	2025 GREEN: All Students (9.1%) Asian (9.8%) Two or More Races (8.5%) White (7.3%) YELLOW	No student groups shall be in the Red performance level on the CA Dashboard. All student groups shall decrease chronic absenteeism	Delta All Students down 5.2 pts Hispanic down 2.4 pts 2+ Races down 2.9 pts SWD down 5.4 pts White down 5.8 pts

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		ORANGE (absenteeism decreased): MLL (29.7%) Hispanic (26.9%) SED (36.8%)	MLL (23.8%) SED (34.1%) RED Asian (22.7%)	Hispanic (17.2%) SED (26%) SWD (14.7%) Orange: MLL (21.4%)	percentages by at least 5 pts.	MLL down 2.4 pts Asian down 12.9 pts SED down 8.1 pts
2.4	Suspensions (Dashboard)	2023 RED Hispanic (6.1%) SWD (6.7%) ORANGE All Students (2%) Asian (1.7%) MLL (5.8%) SED (4.5%) YELLOW White (1.5%) BLUE 2+Races (0%)	2024 RED No Student Groups ORANGE No Student Groups YELLOW No Student Groups GREEN Students with Disabilities (1.6%) BLUE Asian (0%) English Learners (0%) Hispanic (0%) Two or More Races (0%) Socioeconomically Disadvantaged (0%) White (0.5)	2025 RED No Student Groups ORANGE All Students 1.9% MLLs 2.4% Hispanic 2.1% SED 2.7% SWD 3% White 1.9% YELLOW Two+ Races 1% GREEN No student groups BLUE Asian 0%	No student groups shall be in the Red performance level on the CA Dashboard. No student group shall have a suspension rate of greater than 3%	Delta All Students +1.9 pts SWD +1.5 pts Asian 0 pts MLLs +2.4 pts Hispanic +2.1 pts 2+ Races +1 pt SED +2.7 pts White +1.4 pts
2.5	Healthy Kids Survey	2023 5th Grade	2025 5th Grade	The Healthy Kids Survey will be	Maintain or increase in all	5th Grade

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		School Connectedness 78% Caring Relationships 73% Anti-bullying Climate 78% 7th Grade School Connectedness 60% Caring Adult Relationships 68% School perceived as very safe or safe 58%	School Connectedness 87% Caring Relationships 84% Anti-bullying Climate 80% 7th Grade School Connectedness 69% Caring Adult Relationships 69% School perceived as very safe or safe 78%	administered in 2027.	areas for 5th grade. In 7th grade, increase all areas to 75% or more.	School Connectedness +9 pts Caring Relationships +11 pts Anti-bullying Climate +2 pts 7th Grade School Connectedness +9 pts Caring Adult Relationships +1 pt School perceived as very safe or safe +20 pts
2.6	Expulsion Rate	0% Expulsion Rate	0.059% (one expulsion)	0% Expulsion Rate	Maintain 0% Expulsion Rate	No expulsions

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.

The district planned to implement a comprehensive attendance improvement strategy, inclusive practices for students with disabilities, and expanded social-emotional learning supports. In practice, the district successfully launched an attendance campaign with a structured “Attendance Playbook,” strengthened inclusive practices through regional collaboration and the Special Education Advisory Committee, and provided targeted professional development for general education teachers. In addition, a cohort of teachers participated in the Marin County Office of Education (MCOE) Inclusion Academy, which supported collaboration between general education and special education teachers with a focus on Universal Design for Learning (UDL). TK teachers and site administrators at two school sites, along with district administrators, participated in a Community of Practice through Supporting Innovative Practices (SIP), engaging in classroom walkthroughs and supporting teachers in implementing targeted instructional goals. The district further engaged in Significant Disproportionality (SigDis) work with the California Department of Education, participating in activities to address disproportionality and improve equitable practices for students.

A key difference from the original plan was the delay in adopting a comprehensive TK–8 social-emotional learning (SEL) program, necessitated by further curriculum review and alignment. A major challenge was the absence of a unified SEL curriculum, which resulted in reliance on site-based resources that varied across schools. A notable success was the measurable improvement in student attendance, supported by consistent data monitoring through CARE teams, targeted interventions, and schoolwide engagement strategies. As a result, the district will continue to refine attendance practices, expand inclusive structures and professional learning opportunities, advance equity-focused disproportionality work, and move toward selecting and implementing a comprehensive SEL program in 2026–27.

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.

Actual expenditures differed from budgeted amounts due to the planned timing of the SEL curriculum pilot and potential adoption. This was primarily the result of scheduling implementation for year three of the LCAP cycle (2026–27).
This did not significantly impact the delivery of services because current supports and programs continued to address student needs. The district will implement and evaluate the SEL curriculum pilot in 2026–27 to inform potential adoption.

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

The district implemented targeted attendance strategies, inclusive school practices, and structured CARE team collaboration to improve student engagement. This action was effective in making progress toward increasing student engagement and connectedness. Evidence of this includes decreased chronic absenteeism across all student groups, improved sense of belonging for middle school students, and maintained levels for elementary students. Additional evidence of effectiveness includes expanded collaboration between general education and special education staff through participation in the MCOE Inclusion Academy, which emphasized Universal Design for Learning (UDL) and inclusive instructional practices. TK teachers, site administrators, and district leaders also participated in a Supporting Innovative Practices (SIM) Community of Practice, engaging in classroom walkthroughs and targeted instructional goal-setting to strengthen inclusive and supportive learning environments. Furthermore, the district's participation in Significant Disproportionality (SigDis) work with the California Department of Education supported ongoing reflection and action related to equitable practices and outcomes for students.

This level of effectiveness was due to consistent data review and coordination through weekly CARE team meetings, intentional efforts to create supportive and inclusive school environments, and ongoing professional learning opportunities focused on inclusive practices and equitable access for students. Moving forward, the district will continue to strengthen attendance practices, expand inclusive professional learning opportunities, advance work on disproportionality, and implement additional strategies to promote student belonging, engagement, and equitable outcomes for all students.

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

Based on reflection, the district will modify the implementation of social-emotional learning by initiating a structured pilot of a comprehensive TK–8 SEL curriculum in 2026–27. This change is informed by implementation challenges related to the absence of a unified SEL program and the resulting variability in site-based practices, as well as the success of existing targeted supports that highlight the need for coherence and alignment. The district will also adjust professional learning and support structures to better align with the selected SEL framework and to

ensure consistent implementation across all sites. These changes are intended to improve consistency in SEL instruction, strengthen student belonging and engagement, and ensure more equitable access to social-emotional supports across the district.

In addition, the district will continue and expand inclusive practices and equity-focused initiatives that demonstrated positive impact during implementation. This includes ongoing participation in the MCOE Inclusion Academy to strengthen collaboration between general education and special education teachers through Universal Design for Learning (UDL), continued engagement in the Supporting Innovative Practices (SIP) Community of Practice to support instructional improvement through classroom walkthroughs and targeted goals, and sustained participation in Significant Disproportionality (SigDis) work with the California Department of Education to address inequities of the overidentification of students in idenitified disability eligibility categories. The district will also refine attendance monitoring and intervention practices through continued CARE team collaboration and data review to further support student engagement and connectedness.

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	TK-8th SEL Program	Adopt and implement cohesive TK-8 SEL curricula across our five schools that includes both an antibias lens as well as disability inclusion and awareness. Additionally, provide support for students to safely and appropriately navigate social media/digital citizenship.	$86,172.00	Yes
2.2	Chronic Absenteeism MTSS	Develop a MTSS for reducing chronic absenteeism including early and proactive interventions when students show signs of absenteeism.	$0.00	No
2.3	Sense of Belonging Data Analysis	Analyze data from surveys and other feedback tools across student groups to identify practices and systems to enhance student connectedness and sense of belonging across campus and in each classroom	$3,495.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Engage in a continuous cycle of input and feedback from parents/guardians, students, and staff on the climate and learning experience of ALL students and their families to support student learning and wellness.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

We recognize that some of our families, such as our multilingual families, are underrepresented at school events and activities and are often missing out on valuable opportunities to support their children's learning.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Parent/Guardian Survey - Elementary School	2023-24 Percent Favorable Responses BKS School Safety - 73% School Climate - 73% School Fit - 61% HV School Safety - 85% School Climate - 84% School Fit - 77% MNR School Safety - 88%	2024-25 Percent Favorable Responses BKS School Safety - 73% School Climate - 73% School Fit - 66% HV School Safety - 85% School Climate - 81%	Kelvin Survey 2026 My family feels welcomed and respected at this school. 95% My child feels a sense of belonging at this school. 92% The school values and respects our family's background,	School Safety, School Climate, and School Fit shall all increase 5 pts and/or have a favorable response rate of at least 75%	New survey platform so 2026 is the new baseline. One survey went out to all parents.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		School Climate - 79% School Fit - 70% WT School Safety - 86% School Climate - 81% School Fit - 77%	School Fit - 71% MNR No survey given for MNR School WT School Safety - 89% School Climate - 79% School Fit - 75%	culture, and identity. 93% The school works in partnership with our family to support my child's success. 91% Overall, I am satisfied with my child's experience at this school. 91% I feel confident that this school is meeting my child's academic and social-emotional needs. 82%		
3.2	Parent/Guardian Survey - Middle School	2023-24 Percent Favorable Responses School Safety 64% School Climate 56% School Fit 48%	White Hill did not survey caregivers in spring 2025.	Kelvin Survey 2026 My family feels welcomed and respected at this school. 95% My child feels a sense of belonging at this school. 92% The school values and respects our family's background,	All areas on the Parent/Guardian Survey shall increase by at least 10 pts.	New survey platform so 2026 is the new baseline. One survey went out to all parents.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				culture, and identity. 93% The school works in partnership with our family to support my child's success. 91% Overall, I am satisfied with my child's experience at this school. 91% I feel confident that this school is meeting my child's academic and social-emotional needs. 82%		
3.3	ELAC/DELAC Meeting Frequency and Attendance	2 DELAC mtgs 1-3 ELAC meetings per site	150 attendees at first Multilingual Celebration/DELAC Meeting Tech nights held at all sites ELAC/Spanish speaking gatherings at all sites	Three DELAC meetings Attendance >100 Tech nights held at all sites ELAC/Spanish speaking gatherings at all sites	3 DELAC Mtgs per year 3 ELAC meetings per year per site 50% participation rate	Increase in DELAC and ELAC meetings.
3.4	Attendance Rate	94.2% (2023-24)	95.2% (2024-25)	95.2% (2025-26)	96.0%	Maintain 95.2% Attendance Rate
3.5	Survey for parents/guardians of students with exceptional needs.	2023-24 Results 72% report child is progressing in their education.	2024-25 Results 68.4% (child progressing). 60.5% (regular communication).	LORI	2025-26 Desired Outcome 75%-plus report child is	LORI

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		66.7% report regular communication from school staff. 84.2% report IEP team considers parent ideas/concerns	78.9% (parent ideas/concerns) Meaningful involvement: 73.7% of parent 76.4% of children		progressing in their education. 70% report regular communication. Meaningful Involvement: 85% (parent ideas/concerns). 80%-plus report meaningful involvement	
3.6	Staff Survey	Panorama Survey Results Spring 2025 Teachers Belonging 65% School Leadership 61% Well-being 57% School Staff School Leadership 71% Well-being 66% Belonging 57%	Panorama Survey Results Spring 2025 Teachers Belonging 65% School Leadership 61% Well-being 57% School Staff School Leadership 71% Well-being 66% Belonging 57%	Kelvin Survey 2026 I feel a sense of belonging at my school or work site. 95% I feel included in decision-making that affects my work. 75% I have the resources and support I need to do my job well. 75% Overall, I am satisfied with my job at this school/district. 89%	Maintain high percentages.	Spring 2026 is new baseline (change of survey platform)

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.

The district planned to implement actions to strengthen family engagement, improve communication, and expand support for multilingual learners; in practice, it increased opportunities for family connection and feedback through DELAC meetings, technology support sessions, streamlined interpretation services, and districtwide community engagement efforts. A key difference was the expanded use of Language Line interpretation services due to the need for more efficient, real-time communication support across all school sites. A major challenge was increasing the districtwide attendance rate, which resulted in maintaining an overall attendance rate of 95.2% despite ongoing efforts to improve student attendance. A notable success was the strong participation and engagement of multilingual families, supported by well-attended DELAC meetings, the reclassification celebration attended by more than 150 participants, technology support sessions for Spanish-speaking families, and partnerships with community organizations. As a result, the district will continue expanding multilingual family engagement efforts, strengthening interpretation and translation supports through resources such as Language Line, building on its equity initiatives, and continuing to communicate with families about the importance of attendance in 2026–27.

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.

Actual expenditures differed from budgeted amounts due to the implementation and expanded use of Language Line interpretation services across all school sites. This was primarily the result of the district's efforts to provide more efficient, on-demand interpretation support for multilingual families and improve communication accessibility. This did not significantly impact the delivery of services because the additional expenditures enhanced the district's ability to communicate effectively with families and support equitable access to information and engagement opportunities. The district will continue utilizing Language Line to strengthen interpretation services and support meaningful communication with multilingual families moving forward.

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

The actions implemented this year have been effective in strengthening engagement with multilingual families and advancing the District's equity goals. Expanded supports—including targeted technology assistance, streamlined translation services, the use of Language Line for real-time interpretation, and culturally responsive events—have improved communication and access for Spanish-speaking families. The reclassification celebration not only honored student achievement but also provided a meaningful opportunity for family connection and feedback, reinforcing a sense of belonging.

All sites successfully hosted Spanish-language events to share essential information, building trust and fostering two-way communication. Improvements to interpretation and translation processes enabled staff to respond more efficiently to family needs. In addition, the parent survey provided valuable insights to inform future engagement efforts.

The ongoing work of the Racial Equity Task Force, along with the implementation of belonging signage and the district's first BIPOC community event, represent important steps in making equity commitments visible and actionable. Collectively, these efforts have strengthened relationships between schools and families, particularly those who have been historically underserved.

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 substantive changes were made to our planned goal 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
3.1	Attendance Feedback	Identify, develop, and implement a variety of strategies to gather input and feedback from families and students regarding barriers to school attendance (empathy interviews, home visits, etc).	$0.00	No
3.2	Equity Work	Continue to partner with our parent/guardian site and district equity team(s) to provide input into the development and implementation of our Racial Equity Action Plan and support for school-wide awareness of cultural heritage months including disability awareness.	$7,000.00	Yes
3.3	Engagement of Families of Multilingual Learners	Hold a minimum of three DELAC and ELAC meetings per year and increase participation in ELAC/DELAC meetings. Provide evening/before-school support for parents/guardians of multilingual learners including technology (Parent Square, Aeries) and navigation of school systems.	$5,185.00	Yes
3.4	Communication with families of Multilingual Learners	Refine site and District communication systems and translation/interpretation supports.	$2,489.00	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
$464,217	$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
2.403%	0.000%	$0.00	2.403%

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:** Priority Standards **Need:** RVSD has an opportunity gap between our unduplicated students (multilingual learners and students who experience economic disadvantage) and their peers as evidenced by current CAASPP scores and local assessment data.	Our CAASPP data (metrics 1.1 and 1.2) indicates that the performance of our unduplicated students is lower than that of their peers. While we have made great progress towards a districtwide articulated instructional program, we need to identify essential skills/knowledge to increase instructional clarity. Clarity in academic goals will benefit our unduplicated students.	CAASPP; Local Assessments

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
1.2	**Action:** Learning Teams **Need:** RVSD has an opportunity gap between our unduplicated students and their peers as evidenced by current CAASPP scores and local assessment data (metrics 1.1, 1.2, and 1.3). This action will benefit our Multilingual Learners, Socioeconomically Disadvantaged Students, and our Black and Latiné students. **Scope:** LEA-wide	Collective Teacher Efficacy has the highest effect size of all factors related to student achievement (1.57). (Hattie 2018) In order to support students not making progress toward grade level standards, teachers need time to work collaboratively and collectively to analyze data and provide targeted instruction and individualized supports.	CAASPP; Local Assessments
2.1	**Action:** TK-8th SEL Program **Need:** Our unduplicated students report a lower "sense of belonging" on our student surveys than other student groups (metrics 2.1 and 2.2). **Scope:** LEA-wide	Implementing a TK-8th grade SEL program with an anti-bias focus will equip students with essential tools to navigate the challenges of growing up, enhancing their self-esteem, and fostering stronger peer relationships. All students benefit from this action but most especially our unduplicated students who self report less of a sense of belonging.	Student survey; Healthy Kids Survey
2.3	**Action:** Sense of Belonging Data Analysis	Analysis of student survey data will provide direction for adjusting practices and systems to strengthen support for unduplicated students.	Student Survey; Healthy Kids Survey (bi-annual)

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: Our unduplicated students report a lower "sense of belonging" on our student surveys than other student groups (metrics 2.1 and 2.2). **Scope:** LEA-wide	Identifying high impact practices that support our unduplicated students will help to increase their sense of belonging on campus.	
3.2	**Action:** Equity Work **Need:** We continue to observe a discrepancy in academic performance and sense of belonging among our unduplicated students, based on CAASPP and local assessment data, as well as student and parent/guardian surveys. **Scope:** LEA-wide	The development and refinement of our Racial Equity Action Plan, supported by our Parent/Guardian Equity Task Force is designed to address these discrepancies. The REAP contains specific actions within the domains of professional development, school climate, curriculum, and school systems that address any potential inequities. We anticipate seeing an increase in Sense of Belonging for our unduplicated pupils as a result of the implementation of the Racial Equity Action Plan.	Updated Racial Equity Action Plan Attendance at Parent/Guardian Equity Task Force Meetings Site DEI meeting and event attendance

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.4	**Action:** ELD Instruction **Need:** Classroom teachers have asked for strategies to support multilingual students, including those who are in the beginning stage of English language acquisition and our Long Term English Learners. **Scope:** Limited to Unduplicated Student Group(s)	By identifying and providing training on high impact strategies, teachers will have tools to support multilingual learners.	Wednesday professional development offerings and attendance. ELPAC and CAASPP scores.
3.3	**Action:** Engagement of Families of Multilingual Learners **Need:** We have had limited parent/guardian participation in DELAC meetings and site-based events and activities. **Scope:** Limited to Unduplicated Student Group(s)	By planning meetings and activities that better align with parent/guardian needs—considering factors such as time of day, childcare, interpretation services, in-person options, and available resources—we aim to strengthen the connection between our multilingual learner families and the school/district.	DELAC and ELAC attendance
3.4	**Action:** Communication with families of Multilingual Learners **Need:**	By establishing clear systems for arranging translation and interpretation services, we can ensure that our multilingual learner families have access to all necessary information to support their student(s) and fully participate in school activities.	Parent/Guardian surveys; Empathy Interviews; DELAC/ELAC Meeting Feedback

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Some families of multilingual learners have expressed challenges in navigating school systems and practices. Additionally, some staff members have reported difficulties in securing interpreters for parent conferences and other needs. While some schools have Spanish-speaking staff, others do not. **Scope:** Limited to Unduplicated Student Group(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.

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.

We do not receive additional Concentration Grant funding.

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

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	19,319,469	464,217	2.403%	0.000%	2.403%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$746,715.00	$150,000.00	$0.00	$0.00	$896,715.00	$651,477.00	$245,238.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Priority Standards	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years (2024-2027)	$0.00	$10,482.00	$10,482.00				$10,482.00	
1	1.2	Learning Teams	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years (2024-2027)	$397,161.00	$0.00	$397,161.00				$397,161.00	
1	1.3	K-5 ELA Curriculum Adoption	All	No			All Schools	3 years (year 1 = pilot; year 2 = training and implementation; year 3 = training and support)	$20,000.00	$130,000.00		$150,000.00			$150,000.00	
1	1.4	ELD Instruction	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	3 years (2024-2027)	$234,316.00	$415.00	$234,731.00				$234,731.00	
2	2.1	TK-8th SEL Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years (2024-2027) Year 1 = exploratory Year 2 = pilot Year 3 = adoption/implementation	$0.00	$86,172.00	$86,172.00				$86,172.00	
2	2.2	Chronic Absenteeism MTSS	All Students with Disabilities SwD, 2+ Races, Asian, White	No			All Schools	2 years (2024-2026)	$0.00	$0.00	$0.00				$0.00	5
2	2.3	Sense of Belonging Data Analysis	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years (2024-2027)	$0.00	$3,495.00	$3,495.00				$3,495.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.1	Attendance Feedback	All Red on Dashboard: Asian, 2+ Races, SWD, White	No			All Schools	2 years (2024-2026)	$0.00	$0.00	$0.00				$0.00	1
3	3.2	Equity Work	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years (2024-2027)	$0.00	$7,000.00	$7,000.00				$7,000.00	
3	3.3	Engagement of Families of Multilingual Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	3 years (2024-2027)	$0.00	$5,185.00	$5,185.00				$5,185.00	
3	3.4	Communication with families of Multilingual Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2 years (2024-2026)	$0.00	$2,489.00	$2,489.00				$2,489.00	

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
19,319,469	464,217	2.403%	0.000%	2.403%	$746,715.00	6.000%	9.865 %	**Total:**	$746,715.00
								LEA-wide Total:	$504,310.00
								Limited Total:	$242,405.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Priority Standards	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,482.00	
1	**1.2**	Learning Teams	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$397,161.00	
1	**1.4**	ELD Instruction	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$234,731.00	
2	**2.1**	TK-8th SEL Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$86,172.00	
2	**2.3**	Sense of Belonging Data Analysis	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,495.00	
3	**3.2**	Equity Work	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$7,000.00	
3	**3.3**	Engagement of Families of Multilingual Learners	Yes	Limited to Unduplicated	English Learners	All Schools	$5,185.00	

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 (%)
				Student Group(s)				
3	3.4	Communication with families of Multilingual Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$2,489.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$939,944.00	$848,170.97

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**	Priority Standards	Yes	$10,482.00	$8,740.00
1	**1.2**	Learning Teams	Yes	$411,176.00	$343,866.42
1	**1.3**	K-5 ELA Curriculum Adoption	No	$150,000.00	$223,093.80
1	**1.4**	ELD Instruction	Yes	$263,945.00	$269,111.35
2	**2.1**	TK-8th SEL Program	Yes	$86,172.00	$0
2	**2.2**	Chronic Absenteeism MTSS	No	$0.00	$0
2	**2.3**	Sense of Belonging Data Analysis	Yes	$3,495.00	$0
3	**3.1**	Attendance Feedback	No	$0.00	$0
3	**3.2**	Equity Work	Yes	$7,000.00	$3,359.40
3	**3.3**	Engagement of Families of Multilingual Learners	Yes	$5,185.00	$0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	**3.4**	Communication with families of Multilingual Learners	Yes	$2,489.00	$0

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)
$468,531.00	$789,944.00	$789,944.00	$0.00	6.000%	0.000%	-6.000%

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	Priority Standards	Yes	$10,482.00	$10,482.00		
1	1.2	Learning Teams	Yes	$411,176.00	$411,176.00		
1	1.4	ELD Instruction	Yes	$263,945.00	$263,945.00		
2	2.1	TK-8th SEL Program	Yes	$86,172.00	$86,172.00		
2	2.3	Sense of Belonging Data Analysis	Yes	$3,495.00	$3,495.00		
3	3.2	Equity Work	Yes	$7,000.00	$7,000.00		
3	3.3	Engagement of Families of Multilingual Learners	Yes	$5,185.00	$5,185.00		
3	3.4	Communication with families of Multilingual Learners	Yes	$2,489.00	$2,489.00		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
456902	$468,531.00	0	102.545%	$789,944.00	0.000%	172.891%	$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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