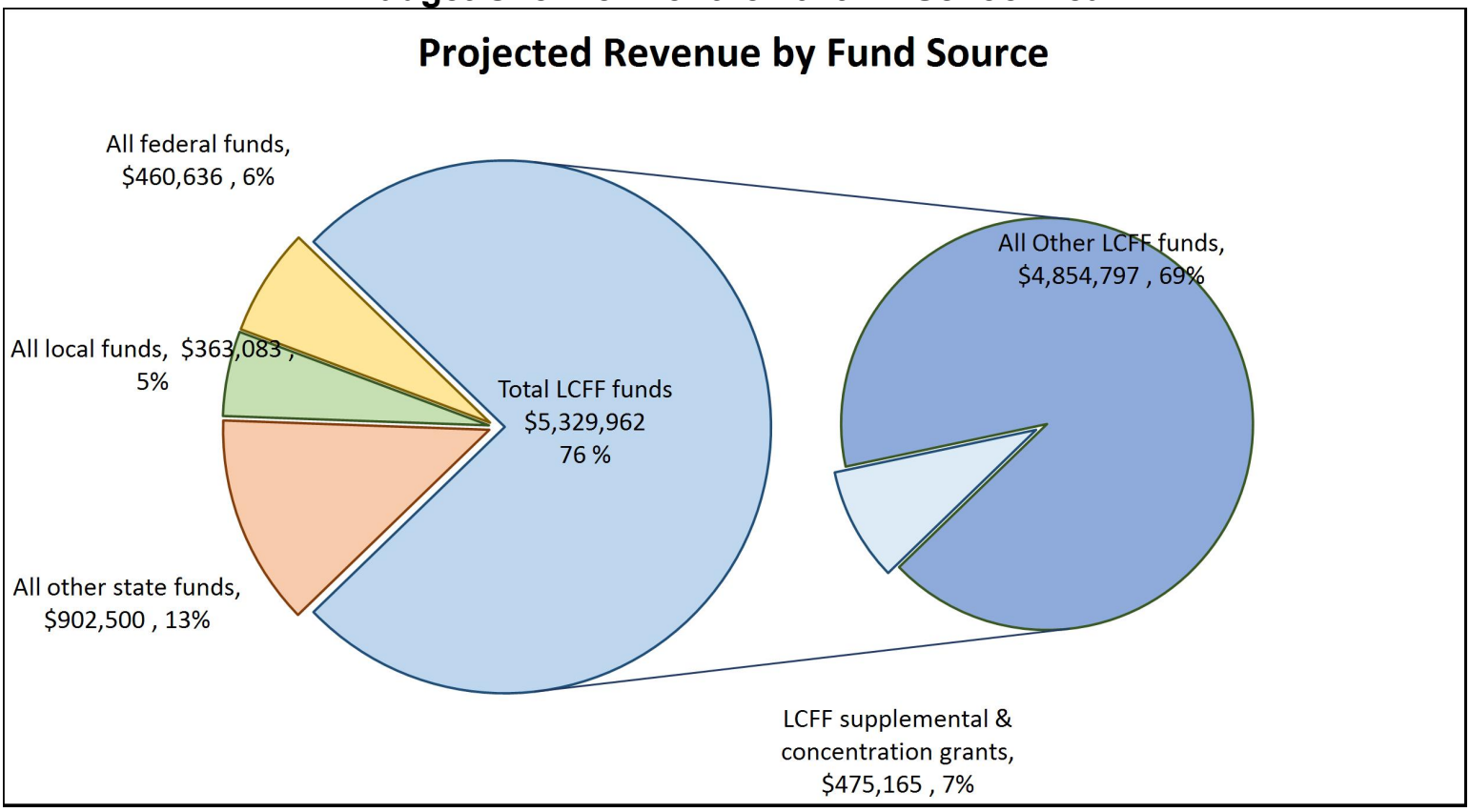
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Summerville Elementary School District
CDS Code: 5572405 00000
School Year: 2026-27
LEA contact information:
Benjamin Howell, EdD
Superintendent
districtoffice@sumel.org
(209) 928-4291

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

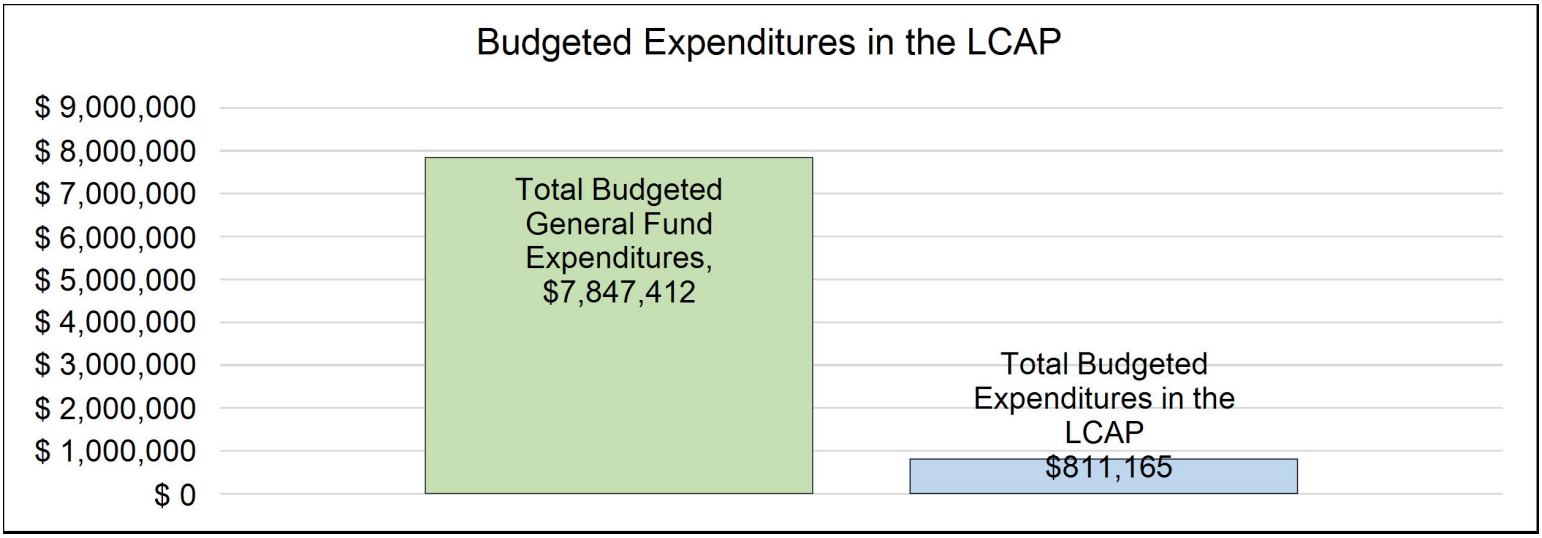


This chart shows the total general purpose revenue Summerville Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Summerville Elementary School District is $7,056,181, of which $5,329,962.00 is Local Control Funding Formula (LCFF), $902,500 is other state funds, $363,083 is local funds, and $460,636 is federal funds. Of the $5,329,962.00 in LCFF Funds, $475,165 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 Summerville 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: Summerville Elementary School District plans to spend $7,847,412 for the 2026-27 school year. Of that amount, $811,165 is tied to actions/services in the LCAP and $7,036,247 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

While our LCAP highlights targeted, strategic investments for growth for our district's students, approximately 93% of the district's general operating budget is dedicated to maintaining the essential, day-to-day operations of our campus. These core funds guarantee that the foundational conditions of learning are fully met. These baseline operational costs that fall outside of the plan directly support the following:

Staffing: Core salaries and benefits for our classroom teachers, instructional paraprofessionals, and custodial, maintenance, and food service staff who keep our campus running smoothly every day.

Safe & Reliable Operations: Student home-to-school transportation, campus utilities, routine facility maintenance, emergency repairs, safety modernizations, and essential campus security measures.

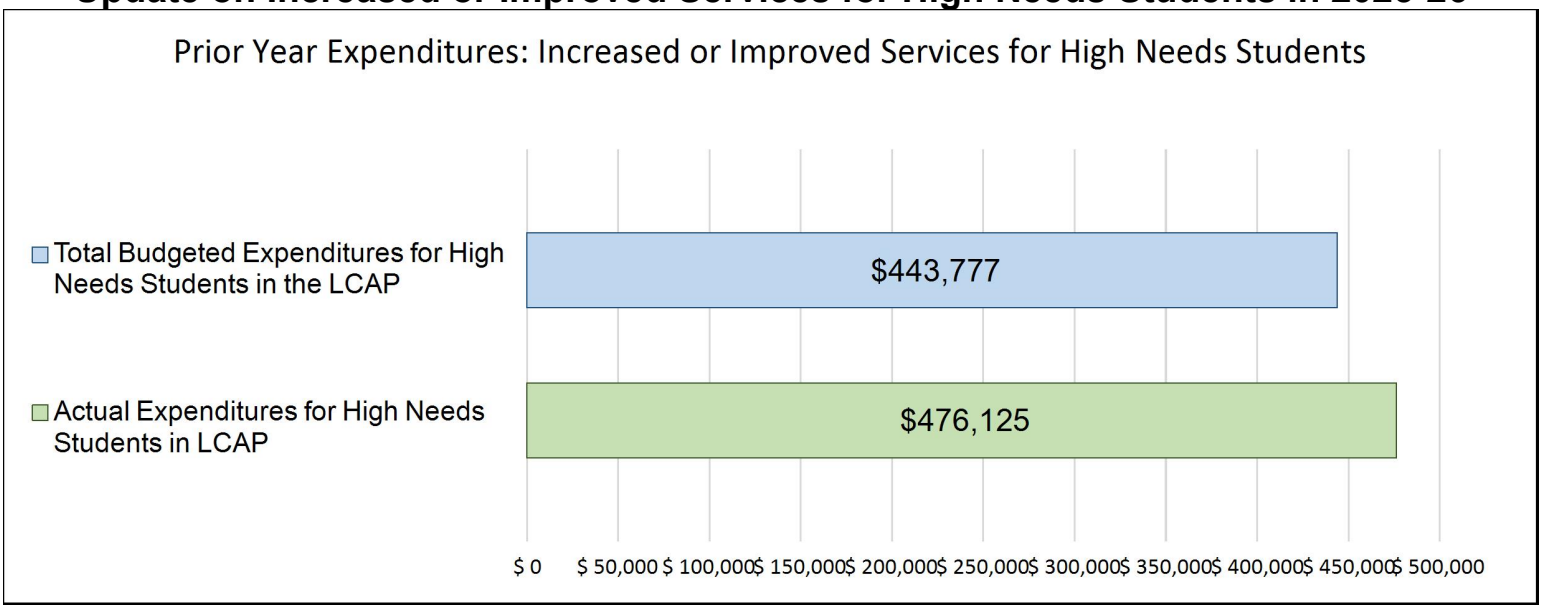
District Infrastructure & Compliance: Mandatory property, liability, and child safety insurance compliance protections, annual auditing and legal costs, ongoing staff professional development, and regional special education programs (SELPA) to support our exceptional learners.

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

In 2026-27, Summerville Elementary School District is projecting it will receive $475,165 based on the enrollment of Foster Youth, English learner, and low-income students. Summerville Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Summerville Elementary School District plans to spend $475,165.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Summerville 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 Summerville 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, Summerville Elementary School District's LCAP budgeted $$443,777 for planned actions to increase or improve services for high needs students. Summerville Elementary School District actually spent $$476,125 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
Summerville Elementary School District	Benjamin Howell, EdD Superintendent	DistrictOffice@sumel.org (209) 928-4291

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.

Summerville Elementary School District is a single-site transitional kindergarten through eighth-grade school located in the township of Tuolumne in Tuolumne County, California. The school district has been in continuous operation for over 150 years.

School enrollment over the past 20 years has averaged 400 students. Twenty-two certificated classroom teachers, a Title 1 reading intervention program, three Special Education teachers, one part-time school counselor, a superintendent/principal, and an assistant principal comprise the school's educational team. All teachers at Summerville Elementary School are appropriately assigned and fully credentialed in the subject area and for the students they are teaching. The school is supported by a team of four maintenance/custodial staff members who keep the district's 20 buildings and 20-plus acres beautiful and well-maintained for learning. The campus is considered a special spot in the township and is honored by its school community. Three cafeteria workers serve, on average, 450 meals a day (breakfast and lunch), and the school's transportation departments transport an average of 95 students across more than 20 miles of bus routes within the school district boundaries. The school also offers a free after-school program, open until 6:00 p.m. Monday through Friday during the school year. The Title 1 program employs one full-time teacher and one part-time paraprofessional. The school staff also includes ten part-time instructional aides who work with Special Education children, six part-time instructional aides who support students in the regular education classrooms, and one Indian Education Coordinator. The school also coordinates with the Educational Center located on the Tuolumne Me-Wuk Reservation.

The school seeks to serve students in many ways, including educationally, vocationally, athletically, socially, and emotionally, through a strong sense of community and pride in the school's traditions. The school believes in supporting and educating the whole student. To meet

the needs of all students, the school offers many different educational programs to meet the needs of the student community. Every student in the school district has sufficient access to standards-aligned instructional materials. A targeted intervention program supports students during the school day and after school. Among these programs are a Title 1 pull-out reading program, a Speech and Language services program, art, physical education, a library, and a wide variety of technology available to all students in formats that are accessible and appropriate to students' age ranges. An after-school program called "Math Club" and "Reading Circles" is offered as an additional remedial intervention service, along with a Title VI Indian Education support program that helps to coordinate tutoring/homework help beyond the school day.

Summerville Elementary School District is proud to maintain a safe and clean campus that is in good repair and is honored by the community, which is documented on the 2026 California Department of Education Facility Inspection Tool (FIT) Report The school and community believe that a clean, functional, and up-to-date facility helps foster a positive and healthy learning environment for all students. Although the school has been well-maintained since its construction, various infrastructure needs were identified in the school's newly drafted facility master plan. During the second half of the 2025-2026 school year, the district began exploring ways to fund large projects for the future of the school, including the renovation of the main campus's oldest buildings, a new roof, repaired blacktop surfaces, and the expansion of classrooms to house the growing transitional kindergarten program.

Summerville Elementary School does not receive equity multiplier funding. During the 2025-2026 school year, Summerville Elementary School was not identified as needing additional support through Comprehensive Support and Improvement (CSI). At the end of the 2023-2024 school year, the school was identified as being a part of differentiated assistance, and collaborated with the technical assistance team from the Tuolumne County Superintendent of Schools to identify areas of need with the school data and to hone strategic plans to best support identified students in need of support. Through this collaboration, the school has maintained a team whose goal is to analyze the support systems in place for students and to monitor the fidelity of these supports, ensuring they remain relevant and on pace from year to year.

The Governing Board's mission for the school is to create a school culture where all staff members work together to promote the learning of all students: "Together, we can make a difference."

The Summerville Elementary School District's mission is to provide each student with the opportunity to acquire knowledge and skills, an attitude of respect for self and others, and a continuing desire for personal growth.

In 2018, the Governing Board established three main pillars for education that the school uses as its focus in the planning and management of the school:

*School Environment: Provide a positive, non-threatening environment with consistent discipline where students will learn the value of respecting themselves, each other, and authority (life skills), with proactive interventions for at-risk students while striving for optimum class sizes.
*Curriculum and Assessment: The school will use the California State Standards to guide the teaching of the district-adopted curriculum, assessment tools, and the use of technology in the classroom with a standardized curriculum across each grade level to ensure the readiness of students to meet high school entrance requirements and benchmarks so that students will meet eighth-grade proficiency standards to be ready for promotion to high school.

*Coordination of School District and Community: The school will work to articulate and coordinate curriculum with other county schools and the State of California while promoting volunteerism. Students will volunteer in the community and on campus, and the school will create and maintain relationships with the community to recruit and encourage business and professional interaction with the school district.

These three pillars have served as the strategic foundation for the district's plan development and were used to develop the initial Local Control Accountability Plan Goals. Iterations of these pillars have been slightly updated from year to year through the annual LCAP updates, but the main targets expressed in these pillars have continued to serve as the focal points of student support, addressing the specific and diverse needs of the students.

During the Spring of 2022, the Summerville Elementary Governing Board conducted a strategic planning workshop to refine its goals for the district over the next three years. During the strategic planning process, three key areas of focus were identified:

1) Student Success
2) Conditions of Learning
3) Engagement

Based on these three key areas, the Board developed the following goals for the school district:

*Student Success: Increase student scores in Math and English by 2% or more over the next two years.
*Conditions of Learning: Explore and develop ways to support teacher instruction that leads to increased scores in Math and English.
*Engagement: Increase attendance by 2% or more based on pre-COVID measures, utilizing a parent engagement and education model.

These key areas have been integrated into each Local Control and Accountability Plan (LCAP) since they were approved by the Board. The Governing Board plans to update and revise these three key areas in 2025. Based on feedback received during the community engagement process and data tracked on LCAP metrics from the past, these key areas will continue to be integral to the district's overall school improvement process.

Summerville Elementary School promotes parental participation in programs for low-income, English learner, and foster youth students through individualized outreach. Contact is made throughout the year to help understand individual family needs as well as affiliated group needs that may go undetected.

Summerville Elementary School promotes parental participation in programs for students with disabilities through a continuum of options. This includes parent information meetings during parent-teacher conferences, through the student study team process, during RTI meetings, at IEP meetings, and one-on-one as needed and as appropriate. The school’s goal is to promote parental participation for students at all levels.

Annually, Summerville Elementary surveys all educational partners to understand the sense of school connection, safety, and a variety of other local measures. These annual surveys are conducted in February and March of each year during the LCAP development process and are used to inform the work of each LCAP engagement group. These surveys are administered to students, parents, teachers, and community members to understand the sense of safety and school connectedness.

Reflections: Annual Performance

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

Data from the 2021–2024 LCAP cycles indicated a need for the school to focus on ELA and Math scores. For three years, the school made a considerable effort to analyze the needs of students, support teachers in collaborating around supporting students, and create new opportunities for engagement with the curriculum and the school. Analyzing the data from the 2023–2024 school year, trends on the statewide summative assessment continued to decline at a steady rate despite specific efforts and focus on increasing scores. Although all staff members invested considerable effort, scores indicate a school-wide decline in ELA and math scores for the fourth consecutive year. Preliminary data from the 2025–2026 assessment data indicate a continuation of the scores from the previous year: ELA scores have only slightly increased, math scores have decreased, and neither have progressed as proposed in comparison or proportion to the goals set for the LCAP cycle. More information will be released about the summative state assessment data in the Fall of 2026. Upon reflection of the data with teaching staff, the school and educational partners support a continued focus on the goals that were presented in the 2024–2027 Local Control Accountability Plan with continued effort to decrease chronic absenteeism and suspension rates at the school and increase Math and ELA scores. The 2026–2027 LCAP, now at the end of its three-year cycle, maintains specific goals directed toward the pertinent needs of the students and is easy to communicate to staff, parents, and community partners.

The school's data analysis process has revealed some increase in group scores in Math and ELA, though a few groups still show need for support, as indicated by the 2024–2025 summative assessment and school climate metrics. While only one student group shows critical need (ELA, students with disabilities - red), the school-wide ELA and Math percentages have declined for the third year straight from the previous baseline cycle (ELA: 23.3 points below standard - orange; Math: 64.1 points below standard - orange, 11.4 point decline from the previous year). These significant declines underscore the need for our proactive approach to student improvement, as outlined in the 2026–2027 LCAP goals.

School data in both ELA and math school-wide show students slightly behind the state average and slightly behind the county average when compared to comparable-sized schools.

Additionally, specific group data in ELA indicated that some groups were not accessing the same level of learning over a multiple-year period in ELA and math. As a result, specific focus goals were sustained in this revision of the LCAP to help address this (ELA, students with disabilities, 82.3 points below standard - red; socioeconomically disadvantaged, 43.9 points below standard - orange; white, 22.4 points below standard - orange). The school is committed to addressing these disparities and ensuring that all students, regardless of their background or abilities, have equal opportunities for learning and growth.

Since the first Local Control Accountability Plan in 2012, efforts during the school year have focused on creating classroom systems and interventions for literacy and math support while fostering engagement and connection with the school. This intentional focus on these subjects has helped to provide a better foundation for learning, but data suggest (and communication from staff and community partners reinforce) that more work is needed in these areas. Through the previous LCAP cycles, staff professional development during the year expanded opportunities for collaboration amongst the school's teachers, and goals remained centered on the identified LCAP priorities. With this as a part of the normal school structure each year, the school staff was able to continue in its weekly early release schedule (early release Fridays), allowing the teachers dedicated professional development and collaboration time throughout the school year. Each Friday,

staff met as a whole group, in grade-span groups, or in grade-level groups to work on curriculum, plan, and collaborate around student achievement data. Teachers were led by a team that helped the school track district benchmark data four times during the year for all students. The resulting data were used to identify student needs in English and Math, indicating need, and then create learning plans to support struggling students. Three different lesson study cycles were planned, and two were accomplished by the staff. This plan, do, study, act cycle was an effective collaboration process for the teaching staff and is planned to continue into the future.

In addition to working with ELA and math, the school staff has spent considerable time collaborating on positive behavior incentives and supports (PBIS). During the 2025–2026 school year, the school continued its implementation of Tier II work, seeking to further develop school-wide behavior support systems. These efforts received recognition from the training team with the Stanislaus County Office of Education for their considerable work over the past four years. The school is proud to say it has achieved full implementation status and has sustained growth at the school of Tier I behavior supports. For the past three years, the school has been awarded a 'Silver Status,' a significant recognition in the PBIS Tier implementation process. This status reflects the school's commitment to creating a positive and supportive learning environment. Further work is planned with PBIS to develop it further and target more behavior supports to help all students connect to the school. For the fifth consecutive year, specific behavior data have been tracked throughout the entire year, providing the PBIS team and school administration with a substantial amount of data to better understand students' behavioral needs. Behavior data were shared with staff during monthly staff meetings. High-needs behaviors were identified, and strategies were developed by staff to help support these behaviors. The insight learned from the data and the collaborative nature of the behavior work continued to yield great results in all grade levels across the school.

As a result of this ongoing school climate work and the ongoing investigation of student behavior, a need presented itself during the 2023–2024 school year to investigate suspension data further. The suspension rate from year to year has varied by only a few percentage points. However, data analysis from the 2025–2026 school year indicates that our overall district suspension rate stands at 3.6% under Metric 4.1. Specific groups continue to experience higher rates of exclusion, reflecting 2.2% for Students with Disabilities (SWD), 4.4% for Socioeconomically Disadvantaged (SED) students, and 2.1% for students identifying as Two or More Races. Administration and feedback from educational partners agreed that there was a need to continue investigating these metrics more closely. As a result, the fourth goal from the LCAP was sustained. Additionally, local suspension data suggest that the overall rate of suspension may see further adjustment when finalized on the California School Dashboard this coming year. This compounding data further reinforces a specific need to focus on this school climate metric.

During the 2025–2026 school year, school-wide attendance metrics continued to be monitored closely against historical trends gathered from the California Department of Education DataQuest data (2021–2022, 88.3%; 2022–2023, 91.38%; 2023–2024, 92.45%; 2024–2025, 92.69%). Previous gains were seen in the school chronic absentee data with a substantial multi-year decrease in students identified as chronically absent (2021–2022, 53.4%; 2022–2023, 28.9%; 2023–2024, 25.1%; 2024–2025, 21.7%). These overall attendance improvements have been attributed to school-wide student engagement strategies and additional opportunities provided by the school. Through the 2025–2026 LCAP cycle, the school was able to provide a wide variety of extended learning opportunities, engagement programs, and outside-of-the-classroom experiences for students. The continued added experiences were welcomed additions from the previous years. Students expressed higher levels of engagement, and teachers expressed higher levels of involvement in their classrooms. As a result of this qualitative feedback, it was recommended that these areas continue to be a priority to support engagement at school. From new field trips, assemblies, and cultural engagement events to a very large summer school program, the school is excited to create new traditions from these expanded learning experiences and sustain them into the coming school year.

Within these school-wide attendance metrics, historical disparities in particular student groups were revealed (American Indian, 37.8% - red; Hispanic, 35.4% - red; Homeless, 47.8% - red). Though data suggest that these metrics have fluctuated from year to year for these groups, collaboration and feedback indicated that more focus and attention should be given to understanding why these attendance percentages are relatively high and provide additional ways that the school can learn to engage and promote attendance in the coming school year. As a result, the dedicated attendance goal was sustained to continue to provide focus and attention to the attendance of these student groups and all students within the school.

Historically, the school has allocated a large percentage of its supplemental funding to staffing that supports students with exceptional learning needs and those who have been underserved in the past. In this revision of the LCAP, parents, community members, staff, and the school's governing Board agreed that these personal supports should be continued. They also agreed that these supports should be focused on improving academic outcomes, social-emotional development, student engagement, and other school support services for all students.

Since the development of the 2024–2025 LCAP, the school has experienced a steady increase in enrollment. As of the 2025-2026 school year, student enrollment has grown to 489 students. Forecasts suggest that the school enrollment may exceed 500 during the 2026-2027 school year.

Feedback from community partners, gathered in spring 2026 through the annual LCAP parent survey, included 22 respondents. Parents expressed a desire for increased support in art and extracurricular activities. While there was noted growth in cafeteria services, parents also requested healthier food options. Concerns were raised regarding consistency in discipline across classes and grade levels. There was also appreciation for the after-school Indian Education program and special education supports.

For the 2026–2027 LCAP revision, the goals and proposed actions will largely remain the same. However, adjustments to planned expenditures and specific applications of targeted actions will be made to better align the plan with implementation progress and data collected during the 2025–2026 school year.

General Reflection on Goals from the 2025–2026 LCAP
Goal One: Reduce Student Absenteeism
No modifications are planned; metrics remain unchanged. Actions include Tier I Behavior Supports with positive behavior incentives such as Blue Bucks and a reward store. The ParentSquare communication platform continues to support effective two-way communication. The English Language Learner Coordinator role has proven beneficial for EL students and families. Over 50 field trips were provided for the third year in a row, benefiting all grade levels. Transportation assistance for homeless and foster youth supports consistent attendance and was further expanded during this year to connect more students to school.

Goal Two: Increase Math Scores
No modifications are planned; metrics remain unchanged. After-school remediation was consistently offered and provided additional remedial support for targeted students. The program did not grow in scope but maintained a steady size to support small student-to-teacher ratios and promote more remediation time for students enrolled in the program. Plans are in place to refine program offerings to better align with assessment timeframes during the school year and to provide more accurate and timely entry/exit metrics. Instructional Coach support was effective, and there are plans to broaden its scope. Professional development needs to expand to include more teachers. Math support

applications were engaging, and adjustments to software use are under consideration. The Math Assessment Program continues to provide valuable insights, with no changes planned. The Student Technology action resulted in 100 new devices and is on track with the budget.

Goal Three: Increase ELA Scores
No modifications are planned; metrics remain unchanged. After-school remediation for ELA needs improved tracking and structure. Instructional Assistants in the primary grades remain essential for literacy support. The Indian Education Paraprofessional has transitioned to an after-school service to support students during the school day. Students enrolled in this program now are referred to an after-school tutoring program designed to support identified gaps in skills and learning. Accelerated Reader and the Title I reading intervention programs support literacy across grade levels; both programs were phased out during this school year to align with new programs being used in the Title I reading room. The Sonday Reading System is essential for Tier 3 interventions, and the Reading Intervention Teacher program has expanded services to more third-grade students and some fourth-grade students.

Goal Four: Reduce Suspension Rates
No modifications are planned; metrics remain unchanged. Universal Behavior Support Training has expanded to include Tier 3 strategies. "Think About It Lunch" continues to promote restorative practices and personal connections with students and staff during lunchtime. The School Counselor/Foster-Homeless Youth Liaison provides vital emotional support on a weekly basis, though scheduling limited presence to one day a week during this cycle. The Assistant Principal role was successfully executed this year without interruption, marking the first time in three years the position was fully staffed as planned. With the full-time support of a principal and assistant principal, students received additional behavior support which was reflected in a decrease in behavior referral data and an increase in tracking metrics for students showing academic or behavioral needs.

Additional Observations
Additional observations indicated that all goals and actions are generally implemented school-wide, with specific focus applied to certain student groups. No additional concentration grants were received.

Beginning in the 2025–2026 school year, the district utilized Learning Recovery Emergency Block Grant (LREBG) funds to provide additional administrative support focused on strengthening student intervention services both at the school site and in classrooms. A needs assessment completed during the 2024-2025 school year indicated that this support would significantly help the school in supporting students learning and behavior needs. These funds directly correlated with the change in behavior data recorded for 2025-2026 school year. It is anticipated that $237,487 will be carried forward into the following year and $180,000 is planned to be expended during the 2026-2027 school year. LREBG funds will continue to be allocated to an increase in administrative support for the 2026–2027 and 2027–2028 school years. LREBG funds are being utilized in Action 1.3 as it is expected that the additional support provided by the additional administrative support will help the district to better reach greater learning outcomes and support for students.

Reflections: Technical Assistance

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

In November of 2024, the district was identified for Differentiated Assistance (DA) due to having one or more student groups in the lowest indicator in at least two state priority areas. The Hispanic and Homeless student groups were identified as low performing in Priority 5, Pupil Engagement, and Priority Area 6, School Climate. Both the Hispanic and Homeless student groups received red indicators for chronic

absenteeism (Priority 5) and suspensions (Priority 6). As a result of this data, Summerville Elementary began working with the Technical Assistance Team from the Tuolumne County Superintendent of Schools (TCSOS) in the spring of 2025. This partnership was established to support the development and refinement of the Local Control and Accountability Plan (LCAP), ensuring alignment with state priorities and improved outcomes for all students.

Through this collaboration, the school engaged in data analysis, strategic planning, and community partner engagement to strengthen the quality and focus of the LCAP. The TCSOS team provided guidance on best practices for monitoring progress, evaluating the impact of actions, and aligning expenditures with actual implementation.

Key focus areas of this technical assistance included:

Priority 1: Building Teacher Capacity and Confidence

Priority 2: Strengthening SEL and Student Support Systems

Priority 3: Enhancing Data Tracking and Utilization

This ongoing partnership has contributed to more targeted planning, improved use of local data, and more effective support for student needs. Summerville Elementary will continue working with TCSOS to support continuous improvement in both the LCAP process and overall student achievement.

Actions 1.1, 1.4, 1.5, and all actions under Goal #4 that are a part of this Local Control Accountability Plan align with the technical assistance work underway by the district.

Comprehensive Support and Improvement

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

Schools Identified

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

Not applicable.

Support for Identified Schools

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

Not applicable.

Monitoring and Evaluating Effectiveness

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

Not applicable.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
School Core Team - Comprised of district-level managers, site-level managers, and department and bargaining unit leaders from the certificated and classified staff.	The group conducted monthly meetings during the 2025–2026 school year. The Local Control Accountability Plan was discussed at each meeting in January, February, March, April, and May. Data from this group was used to inform and focus actions and alignment between school resources and, importantly, provided important communication timelines during March, April, and May.
Administrative Team - Made up of the Superintendent, Assistant Principal, and Chief Business Official	The group met weekly during the 2025–2026 school year. The local control accountability plan, data from parent surveys, and local student indicators and data were extensively discussed during all meetings in March, April, and May. In addition, data from this group was used to inform School Core Team meetings, parent communication, and Governing Board communication.
Grade-Level Leadership Team - Comprised of the Superintendent and a certificated representative from the Kindergarten, Primary, Elementary, and Middle School grade levels, and Special Education Grade-Level Lead.	This group conducted monthly meetings and collaborated around proposed draft LCAP goals during April and May. Input from this group was used to target draft goal language and align actions to support students in the classroom.
School Site Council - Comprised of parents, teachers, school staff, administration, and other school-connected community members, and students.	This group met monthly during the 2025–2026 school year on the last Tuesday of each month. This group completed a deep dive of the 2025–2026 LCAP document and thoroughly reviewed all of the LCAP metrics, goals, and actions that were a part of the plan. Feedback from this group's meetings was used to hone and refine the new goals developed in the 2026–2027 LCAP parent survey that was conducted in March and April 2026. Once the survey data was gathered, this group helped analyze the data and format the survey into a tool for the Summerville Elementary staff. Summerville Elementary Site

Educational Partner(s)	Process for Engagement
	Council representatives also serve as the school's English Language Advisory Committee (ELAC) and the school's Parent Advisory Committee (PAC). ELAC and PAC meetings were conducted after each monthly site council meeting. Invitations for these Monthly meetings were sent out to the entire school with agenda information and the opportunity to provide input and comments if parents and staff members were unable to attend the meeting.
Indian Education Parent Committee - Comprised of the Indian Education program director, Superintendent, Indian Ed Parents, and teachers.	This group met quarterly to discuss the Indian Education Program and the program's various grants. This group represented a significant school group and provided critical feedback regarding culturally responsive practices at the school and ways goals and actions could be modified to meet the learning needs of all students.
Summerville Elementary Parent Teacher Student Association (PTSA) comprises parents and staff members.	This group met monthly, collaborating around parent support and parent fundraisers for the school. School administration attends each PTSA meeting, participates with the parent committee, promotes new school initiatives, and solicits feedback regarding essential school items. Data from this group was used to understand parent needs around goals and actions and ways the school administration could collaborate with parents to understand best how to support students in the school community. The PTSA discussed the LCAP goals during their February and March meetings with the school administration.
Educational Partners - Parents, Students, Staff, and Community Members	The district engaged with its community partners, including parents, students, staff, and general community members, through an open and inclusive process. To establish a process for a wide variety of voices from educational partners to be heard and considered, the district administered an annual climate survey to students, parents, and school staff (the California Healthy Kids Survey) in January and the annual LCAP survey in March. These surveys provided valuable insights into the needs and priorities of the community. The feedback collected from these surveys was instrumental in the discussions conducted by the school site council and in guiding the district's planning and decision-making processes, ensuring that the educational goals and actions were aligned with the community's expectations and student needs. The goal of this engagement strategy was to promote outreach and foster a collaborative environment, enhancing transparency and trust between the district and its educational partners.

Educational Partner(s)	Process for Engagement
Summerville Elementary Governing Board - Comprised of the five elected governing board members.	The Governing Board met monthly to discuss and decide on important school business. The Summerville Elementary Governing Board provided input regarding creating the LCAP Parent Survey. They analyzed the survey data, solicited feedback from school staff, and held a public hearing regarding the proposed LCAP Goals and Actions. The Governing Board discussed the LCAP at their December meeting (regarding their annual review of their governance and district goals), the March Regular meeting, the April regular meeting, the May regular meeting, and the June regular meeting. The Governing Board conducted a public hearing on June 10, 2026, to solicit final feedback regarding the proposed Local Control Accountability Plan.
Tuolumne County Special Education Local Plan (SELPA)	In addition to collaborating with site and district partners, collaboration was also completed with the Tuolumne County SELPA on March 25, 2026, and May 27, 2026, to understand the extent of services being provided to special education students receiving services on-site and special education receiving services from other programs within the county. The collaboration with the SELPA administrator included thorough data from across the county's special education programs with information and a site audit of the programs and services being provided.
Summerville Elementary DA Meeting with Tuolumne County Superintendent of Schools	Summerville Elementary administrative team met twice during the winter and spring of 2025 with the Tuolumne County Superintendent of School's Technical Assistance Team to To develop a plan for addressing areas of focus for the school. The team met once in February 2025 and again in May 2025. The school did not reconvene with this team during the 2025-2026 school year, but this collaboration has been included in the 2026-2027 Local Control Accountability Plan as the collaboration had continued impact on the analysis and interpretation of goals in the plan.

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

The feedback from the district teams, categorized into four broad areas for analysis—Staff Feedback, Student Feedback, Parent Feedback, and Community/County Group Feedback—played a crucial role in ensuring comprehensive support and connection across all areas of the sustained goals in the 2026–2027 LCAP.

Staff: Previous data indicated that the staff expressed a connection to the school and valued the traditions and culture established at the school. Overall, staff expressed that they feel connected and proud of the school. Goals and actions from the previous LCAP remain relevant

as work still needs to be accomplished on previously proposed metrics. Many of the systems put in place by the LCAP have become integral to the routine functions of the school. There was a common sentiment that goals and their corresponding actions could be focused on to help develop a better understanding of how to meet the needs of student groups at the school. Staff data also indicated a need for ongoing collaboration support. Support in the form of ideas, templates, and other tools to enhance and empower their collaboration. Actions have been sustained in this LCAP to continue supporting these expressed needs.

Students: Students expressed a strong connection to the school staff and school programs. Survey responses show that some students continue to struggle to connect with other students and staff, and some data indicated continued instances of bullying and aggression that were not always addressed by staff (and sometimes were not reported to staff). Students indicated a desire to feel heard and have a voice in the decisions of their school. During this past 2025–2026 cycle, scheduling constraints limited the school counselor's presence on campus to one day a week, which amplified the need for consistent emotional support among some student groups. While the successful, full-time implementation of the assistant principal role without interruption provided strong administrative behavior support and reduced campus referrals, more targeted mental health support remains an identified need. Continuing to support a school counselor position, even at a part-time rate for the school in the coming school year, will be a benefit for the student support team and the overall climate of student support at the school. This item was continued in the LCAP. Students also expressed a desire to engage in more learning activities and exciting events at school. This item was continued and enhanced in the LCAP.

Parents: Parents, in general, expressed a strong connection to the school and ranked high in connection to the classroom and teacher, overall school communication, and the upkeep and maintenance of the school facility. Parents largely expressed a desire for more academic options for their students (support, remediation, and growth opportunities), consistency in behavior expectations across the school, more connection to the classroom (parent volunteers and parent-specific events on campus), support for the social and emotional wellbeing of students, and more options to engage students (like art, music, and CTE). These desires grew over the previous engagement processes and were sustained over the 2025–2026 school year. The school expanded its arts and music programs in prior years, and this was appreciated and well-received by parent groups. It is recommended that this continue into the upcoming year. Though these will not be LCAP items (it will be a focus in other plans), a focus on expanded learning opportunities will be included in the LCAP. Parents also indicated a desire for the wording of LCAP goals to be clear, specific, and concise to ensure they are easy to understand.

Community/County Groups and Educational Partners: Community members and other community groups connected to the school expressed a deep appreciation for the school's established presence in the community. The campus is recognized for its strong connections with community organizations in the surrounding area. These community groups broadly expressed a desire for the school to offer students more support in social and emotional learning, as well as extracurricular opportunities.

Information from the community members and educational partner meetings was combined to update and validate the 2026–2027 Local Control Accountability Plan. The four focus areas developed in the initial Local Control Accountability Plan were continued yet heavily revised to make the focus clear and more measurable by the end of the next LCAP cycle. The intention of the plan is to provide key areas of support as wraparound support for students while being more specific toward the needs of students, as data suggests. The plan's main goals, to progress in Math for all students, English Language Arts for key school groups, and attendance support for all students, were also continued. Overall, the district's four broad goals were honed and focused, and the four main components of the school site that support students and student outcomes were continued yet embedded into the new plan goals as appropriate and measurable supports.

Priority metrics for improvement were validated and continued in this plan. These metrics are as follows: School-wide improvements in Math, targeted school groups in ELA, school-wide improvement in attendance with targeted support for some groups, and sustained attention to student behavior, looking at suspension as a metric for improvement.

The priorities developed by the Summerville Elementary Governing Board in March 2022 continued to work to reinforce and focus the target areas and key domains outlined in the Local Control Accountability Plan. The priorities are as follows:

Student Success: Increase student scores in Math and English by 2% or more over the next two years.

Conditions of Learning: Explore and develop ways to support teacher instruction that leads to increased scores in Math and English.

Engagement: Increase attendance by 2% or more based on historical measures, utilizing a parent engagement and education model.

These areas continued to be integrated into the planning process during revisions of the 2026–2027 Local Control Accountability Plan. Goals in this LCAP were revised to be clearer, more specific, and more actionable over the next three-year cycle. Actions in this LCAP were sustained from the 2025–2026 LCAP plan. Resources previously committed to meet previous actions were reallocated to emphasize the Governing Board's priorities and input received during the engagement process.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Reduce student absenteeism due to "other" related issues by 5% points over the next three years with a focus on reducing absenteeism by 8% points for student with disabilities, Hispanic, and student identified with Two more More races.	Focus Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
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.

Goal 1 was developed by analyzing local data, attendance data from the DataQuest database, and data from the California School Dashboard. The school site office and administration team reviewed this data and then shared it with the school community partner groups. The data shows that absenteeism is 3 to 4 percentage points higher than pre-COVID levels. Despite improvements over the last three years, a gap remains.

Additionally, data indicate that some student groups have higher absentee rates than others. This goal will focus on school-wide data and specifically target four student groups to support, connect with, and improve their overall attendance rates.

For this goal, "other" absences refer to those not due to an excusable reason or illness. These are typically marked as unexcused or unknown absences.

This goal aligns with the Governing Board's key focus areas, particularly item three, engagement. The aim is to increase attendance by 2% or more compared to pre-COVID levels, using a parent engagement and education model. This highlights the importance and relevance of our collective efforts in achieving this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Percentage of Students Marked as Chronically Absent	Data Year: 2022-2023 Overall - 28.9%	Data Year: 2023-2024	Data Year: 2024-2025	Overall - 24% *SWD - 20% *SED - 32%	Overall - Decrease -6.68%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source: DataQuest	*SWD - 27.6% *SED - 37.3% *American Indian - 33.33% *Hispanic - 32.8% *Two or More Races - 27.3% *White - 27.6%	Overall - 24.9% *SWD - 25.0% *SED - 30.2% *American Indian - 37.8% *Hispanic - 35.4% *Two or More Races - 26.5% *White - 19.5%	Overall - 22.2% *SWD - 24.5% *SED - 24.5% *American Indian - 34.0% *Hispanic - 33.3% *Two or More Races - 23.5% *White - 15.9%	*American Indian - 25% *Hispanic - 25% *Two or More Races - 22% *White - 23%	*SWD - Decrease -3.1% *SED - Decrease -12.8% *American Indian - Increase +0.67% *Hispanic - Increase +0.5% *Two or More Races - Decrease -3.8% *White - Decrease -11.8%
1.2	Annual Average Daily Attendance Rate Data Source: Local Attendance Data Aggregate	Data Year: 2023-2024 Overall - 92.45%	Data Year: 2024-2025 Overall - 92.69%	Data Year: 2025-2026 Overall - 93.70%	Overall - 95%	Overall - Increase 1.25%
1.3	Behavior Referrals Data Source: Local Tracking Source (SWIS)	Data Year: 2023-2024 Overall - 390 Behavior Referrals (32% of students) Behaviors *Defiance - 25% *Physical Aggression - 16% *Inappropriate Language - 10%	Data Year: 2024-2025 Overall - 473 Behavior Referrals (31% of students) Behaviors *Defiance - 21% *Physical Aggression - 17% *Minor Agression - 9% *Inappropriate Language - 8%	Data Year: 2025-2026 Overall - 399 Behavior Referrals (34% of students) Behaviors *Defiance - 7% *Physical Aggression - 19% *Minor Agression - 10% *Inappropriate Language - 1%	Overall - 300 Behavior Referrals (25% of students) Behaviors *Defiance - 20% *Physical Aggression - 10% *Inappropriate Language - 5%	Overall - Increase 9 referrals entered from baseline Behaviors *Defiance - Decrease -18% *Physical Aggression - Increase +3% *Minor Aggression - Increase +1% *Inappropriate Language - Decrease -9%

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 implementation of Goal 1 in the Summerville Elementary School District's Local Control and Accountability Plan (LCAP) was marked by a series of actions aimed at reducing chronic absenteeism and improving student engagement and behavior. Overall attendance improved from year 2 to year 3, marking a huge success in efforts on the part of the school staff. Simultaneously, behavior needs persisted within the student body, with new behavior types arising in some areas yet consistent outcomes as the previous three year. Though this outcome was anticipated, data analysis suggested that the sustain mark was an indication of more consistent tracking of behaviors not necessarily an overall increase in behavior even though this was not reflected in the data.

Action 1.1: Tier I Behavior Supports through Positive Behavior Incentives
This action remains closely aligned with Metric 1.3, which tracks behavior referrals to evaluate the health of our school climate. In the 2025–2026 school year, the total number of behavior referrals dropped significantly to 399, down from 473 the previous year, showing strong progress back toward our baseline levels. However, the percentage of the student body receiving at least one referral ticked upward to 34%. An analysis of specific student actions reveals highly encouraging programmatic success in certain areas: incidents of defiance plummeted dramatically from a baseline of 25% down to just 7%, and inappropriate language virtually disappeared, dropping to a mere 1% of total referrals. Conversely, physical aggression (19%) and minor aggression (10%) both saw slight increases from their baselines, identifying clear target areas for our staff moving forward. The continued implementation of Tier I PBIS supports—including a monthly reward store for students earning Blue Bucks—remains vital to reinforcing a positive school culture. These incentives, alongside recognition during morning announcements and within classrooms, successfully curbed major disruptive behaviors like defiance. Because this action serves as the foundational bedrock of our PBIS framework, it will be continued into the next cycle with an added emphasis on resolving peer-to-peer physical and minor conflict resolution.

Action 1.2: School Communication Platform (ParentSquare)
While ParentSquare serves as a broad communication tool, its impact is closely tied to monitoring and supporting Metric 1.2 (Annual Average Daily Attendance Rate). Following a strong peak in the 2024–2025 school year at 93.70%, the average daily attendance rate experienced a slight decline to 92.69% during the 2025–2026 school year. Though this still represents a net increase of 1.25% from our baseline data, it fell short of our Year 3 target of 95%. Teachers and administrators heavily relied on ParentSquare throughout the year to manage school-wide announcements, classroom updates, and direct outreach to families regarding sudden student absences. Families continue to respond positively to the platform, noting that its accessibility keeps them feeling connected to the campus. However, the dip in this year's attendance rate suggests that while communication remains streamlined, we must leverage the platform more strategically moving forward.To reverse the current downward trend and push closer to our 95% target, ParentSquare will continue to be utilized with a renewed focus. In the upcoming cycle, we plan to implement automated, real-time attendance alerts and targeted engagement campaigns for families whose students are beginning to miss instructional days

Action 1.3: English Language Learner (ELL) Coordinator
The ELL Coordinator continues to play a vital role in supporting English Learner students and their families by bridging communication gaps and connecting them deeply to classroom activities. While this action historically lacked a direct metric link, we are now assessing its impact

through the lens of student engagement and behavior data across our diverse student subgroups (Metrics 1.1 and 1.3). Encouragingly, overall chronic absenteeism dropped to 22.2% this year, and total behavior referrals decreased to 399—positive trends that reflect a more cohesive, well-supported school community. Families have reported high levels of satisfaction with having a dedicated, culturally responsive point of contact. This role has successfully minimized language barriers, streamlined parent-teacher conferences, and increased family attendance at school events. Community partner feedback strongly underscores the ongoing need for this specialized outreach to ensure equitable access to school resources. Following the planned revision of this LCAP.

Action 1.4: Extracurricular and Intracurricular Engagement Opportunities
Extracurricular and intracurricular activities have proven instrumental in supporting student engagement, serving as a critical preventative lever for Metric 1.1 (Chronic Absenteeism) and Metric 1.2 (Average Daily Attendance Rate). In the 2025–2026 school year, overall chronic absenteeism dropped to a multi-year low of 22.2%, a notable 6.68% decrease from our baseline. While our annual average daily attendance rate experienced a slight single-year dip to 92.69%, the broader trend shows that keeping students excited about coming to campus is vital to stabilizing these numbers. The school successfully sustained its robust offering of over 50 field trips across all grade levels. By continuing to fund these experiences directly, the district successfully removed financial barriers for our families, eliminating the traditional need for intensive family fundraising and ensuring equitable access for all students.These diverse experiences have immensely enriched core academic learning, provided real-world context to classroom lessons, and significantly strengthened student connectedness to the school community. This program's enduring popularity, coupled with its verified impact on student motivation and its positive correlation with our long-term reductions in chronic absenteeism, strongly supports the continuation of this action into the next LCAP cycle.

Action 1.5: Transportation Assistants
This action directly supports Metric 1.1, which measures chronic absenteeism. Based on the 2025–2026 data, the school achieved an overall decline in chronic absenteeism to 22.2%, marking a substantial 6.68% decrease from our original baseline. The most significant multi-year reductions continue to be driven by the Socioeconomically Disadvantaged (SED) subgroup, which plummeted to 24.5% (a 12.8% drop from baseline), and the White student group, which dropped to 15.9% (an 11.8% drop from baseline). Conversely, minor upticks from the baseline in the American Indian (+0.67%) and Hispanic (+0.5%) subgroups emphasize where transportation outreach must be intensified. The transportation assistance program has provided an essential lifeline for our most vulnerable student populations, including homeless and foster youth, effectively mitigating the severe logisitical challenges posed by our district's rural geography. Ensuring dedicated, door-to-door service has removed a primary barrier to equity, allowing these students to attend school consistently despite geographic isolation.Given its undeniable, data-backed effectiveness in moving our highest-need student groups closer to our Year 3 targets, this action will be maintained moving forward. In the next cycle, routing and assistant resources will be strategically analyzed to better target and support the specific subgroups that experienced slight baseline increases this year.

Overall Implementation Reflection: Goal 1 actions were effectively implemented and aligned with allocated resources. The decrease in chronic absenteeism—especially among key student groups—and the positive shifts in behavior patterns indicate progress. All actions under this goal will be continued without modifications. The district relied solely on supplemental funding, without the use of additional grants, and remains committed to building on this progress through consistent implementation and ongoing community partnership.

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.

Variation existed between all budgeted expenditures and estimated actual expenditures for Goal 1. These differences were primarily due to variations in staff salaries and the actual costs of products and services with an increase in overall costs across the board for most products and services. All actions under this goal — including Tier I Behavior Supports through Positive Behavior Incentives, the School Communication Platform (ParentSquare), the English Language Learner Coordinator, Extracurricular and Intracurricular Engagement Opportunities, and Transportation Assistants for homeless and foster youth — were implemented as planned. The district did not report any significant changes in the scope, scale, or delivery of these services.

Action 1.1: The school budgeted $5,000 for positive incentives and supports. Actual expenditures were significantly higher with this supplemental funding ($13,257) due to an increase in incentives offered to students and an increase in costs for items offered as incentives for students. This increase was offset using supplemental funds with actions that were lower than initially budgeted.

Action 1.2: The school budgeted $7,300 for a school communication platform. Actual expenditures were significantly higher due to an increase and expansion in the contract for this action ($10,363). This increase was offset using supplemental funds with actions that were lower than initially budgeted.

Action 1.3: The school budgeted $15,306 for an English Language Learner position (of which a portion of the supplemental funds cover the cost of a position assigned to oversee and support English Language Learners). Actual expenditures were as budgeted for this action item.

Action 1.4: The school budgeted $15,000 for extracurricular and intracurricular engagement opportunities at the school during the year. The action item was higher than budgeted ($17,612) due to the school staff's eager participation in offering many more extended opportunities for students. This increase was offset using supplemental funds with actions that were lower than initially budgeted.

Action 1.5: The school budgeted $10,000 to fund transportation assistance, helping foster youth, homeless, and displaced students attend school consistently. Actual expenditures were higher with this supplemental funding ($12,581) due to staffing costs. The funds not used on this action were distributed to other actions within the plan.

All planned expenditures were supported through Supplemental Grant funding. No Learning Recovery Emergency Block Grant (LREBG) or other grant funds were applied to this goal. Additionally, the district did not report any differences in the planned percentage of improved services versus the estimated actual percentage for unduplicated pupils under this goal.

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

Action 1.1: Tier I Behavior Supports – Positive Behavior Incentives: Effective
The implementation of Tier I behavior incentives has proven highly effective in reshaping the severity and types of disciplinary issues on campus, directly influencing Metric 1.3. Moving from the Year 1 peak of 473 behavior referrals, the Year 3 data demonstrates a definitive, downward course correction to 399 total referrals. The primary indicator of this action's effectiveness is the massive reduction in systemic disruptive behaviors, with incidents of defiance plunging to a multi-year low of 7% and inappropriate language virtually eradicated at 1%. However, the strategy has been slightly less effective at curbing peer-to-peer friction, as evidenced by a minor, steady increase in physical

aggression to 19% and a rise in the unique percentage of the student body receiving at least one referral to 34%. Ultimately, the positive behavior incentives have successfully achieved their core goal of establishing strong baseline behavioral expectations across the school culture.

Action 1.2: School Communication Platform (ParentSquare): Effective
ParentSquare has proven highly effective as a tool for administrative transparency and real-time parent connection, though its direct impact on stabilizing student attendance (Metric 1.2) has shown mixed results over the multi-year cycle. Following a peak performance in the Year 1 outcome of 93.70% average daily attendance, the current year saw a downward correction to 92.69%. This indicates that while the tool is effective for maintaining general outreach, it was less effective this year at driving the targeted, daily student presence needed to hit our ambitious 95% Year 3 target. Nevertheless, overwhelmingly positive school community member feedback confirms that the platform remains a valuable asset for school-to-home communication. The continuation of this action reflects the district's ongoing confidence in its infrastructure.

Action 1.3: English Language Learner Coordinator: Effective
Over the course of the LCAP cycle, this action's effectiveness is underscored by positive shifts in our broader engagement metrics, such as the overall drop in chronic absenteeism to 22.2% and the reduction of total behavior referrals to 399—clear indicators that a well-connected student body thrives academically and socially. Non-English-speaking families have experienced significantly improved access to school-wide and classroom-level operations, vastly reducing communication barriers. The verified success and high community demand for this role directly justified its expansion.

Action 1.4: Extracurricular and Intracurricular Engagement Opportunities: Effective
This action has proven highly effective in strengthening school connectedness and directly influencing our core engagement indicators, Metric 1.1 and Metric 1.2. While the 92.69% annual attendance rate was initially a baseline marker, 2025–2026 data shows that this metric has stabilized, remaining net-positive compared to our original baseline figures. More importantly, the true impact of this action is reflected in Metric 1.1, where overall chronic absenteeism successfully plummeted to a multi-year low of 22.2%, a clear testament to the power of keeping students motivated and eager to attend school. Sustaining a robust schedule of over 50 field trips across all grade levels has enriched the student experience far beyond the standard classroom walls. The integration of additional funding during this LCAP cycle allowed the district to completely subsidize these opportunities, effectively removing socioeconomic barriers and ensuring equitable participation across all student groups. The demonstrable success of this program in reducing chronic absenteeism confirms that investing in positive school experiences is a highly effective preventative strategy. The district is moving forward with the continuation of this action, with a focus on continuing to link these highly popular engagement opportunities directly to core curriculum themes.

Action 1.5: Transportation Assistance for Homeless and Foster Youth: Effective
This action has demonstrated targeted effectiveness in removing geographic barriers and stabilizing school attendance for our most vulnerable student populations, directly moving Metric 1.1. The overall success of our localized transportation strategies is reflected in the district-wide drop in chronic absenteeism to a multi-year low of 22.2%. This program proved exceptionally effective for our Socioeconomically Disadvantaged (SED) subgroup, which achieved a massive 12.8% reduction in absenteeism from its original baseline. Providing dedicated door-to-school transportation has successfully minimized instructional disruptions for homeless and foster youth navigating our county. By directly addressing these hurdles, the district has effectively preserved equitable access to daily education.

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.

Action 1.1 Tier I Behavior Supports: Positive Behavior Incentives: No changes made to this action in this revision of the LCAP.

Action 1.2 School Communication Platform: No changes made to this action in this revision of the LCAP.

Action 1.3 English Language Learner Coordinator: The proposed action remains unchanged in this revision of the LCAP, using a mixture of supplemental funding and funding from other grant sources.

Action 1.4 Extracurricular and Intracurricular Engagement Opportunities: No changes made to this action in this revision of the LCAP.

Action 1.5 Transportation Assistance for Homeless and Foster Youth: An increase in funds has been made to this action in this revision of the LCAP to more accurately budget for this item for the 2026-2027 school year. With the expansion of services during the 2025-2026 school year, additional support is anticipated during the coming school year.

Summary of Changes: Overall, additional staffing has been added to Action 1.5 with an increase in funding amount coming from a non-contributing source in this revision of the LCAP.

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	Tier I Behavior Supports: Positive Behavior Incentives	Provide incentives and rewards for students for positive behavior supporting Tier I, PBIS interventions.	$10,000.00	Yes
1.2	School Communication Platform	Utilize a web-based notification system linked to the school's Student Information System to contact parents and staff with routine information, special school events, and emergency notifications.	$12,000.00	No
1.3	English Language Learner, Foster Youth, and SED Student Coordinator	Provide staff support to monitor, assess, and track English language learning students to ensure progress in the classroom, progress learning English, and to create a connection to the school. Learning Recovery Block	$135,324.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Grant Action. LREBG amount: $121,000 per year for 2026-27; Metric used: 1.1, 1.2		
1.4	Extracurricular and Intracurricular Engagement Opportunities	The District will expand learning engagement opportunities for students including music, art, technology, media, field trips, and industrial learning.	$15,000.00	Yes
1.5	Transportation Assistants for Homeless and Foster Youth Students	Van drivers to and from school for homeless, Foster Youth, SED students.	$10,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Increase math scores by 5% points in each student group category over the next three years.	Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The direction of Goal 2 has been a consistent focus for the school district for two years. Working in grade-level teams and grade span groups, the teaching staff has collaborated to understand math performance at each grade level and identify possible barriers to learning. By analyzing district benchmark data and data from the California School Dashboard, it was found that approximately three-quarters of students at the school struggle to meet grade-level standards in math. Since school-wide scores have remained in the emerging (orange) category on the California School Dashboard for more than three years, the school administration team, teaching staff, and educational partner group agreed on the necessity of continuing to focus on this issue.

This goal is a significant part of the Governing Board's key focus areas for the school, especially item one: student success. The aim is to increase student scores in Math and English by 2% or more over the next two years. This underscores the importance and relevance of our collective efforts to achieve this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Percentage of Students Meeting or Exceeding Standard: Math Data Source: CAASPP	Data Year: 2022-2023 Overall - 27.69% *SWD - 16.32% *SED - 24.31% *American Indian - 15.00% *Hispanic - 18.92%	Data Year: 2023-2024 Overall - 26.52% *SWD - 14.28% *SED - 23.57% *American Indian - 11.54%	Data Year: 2024-2025 Overall - 22.22% *SWD - 10.72% *SED - 18.49% *American Indian - 16.67%	Overall - 32% *SWD - 21% *SED - 29 % *American Indian - 20% *Hispanic - 24% *Two or More Races - 24%	Overall - Decrease -5.47% *SWD - Decrease - 5.6% *SED - Decrease - 5.82% *American Indian - Increase +1.67%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		*Two or More Races - 19.35% *White - 32.56%	*Hispanic - 31.71% *Two or More Races - 38.46% *White - 25.73%	*Hispanic - 13.46% *Two more More Races - 33.33% *White - 24.08%	*White - 38%	*Hispanic - Decrease -5.46% *Two or More Races - Increase +13.98% *White - Decrease -8.48%
2.2	District Benchmark Results: Math Data Source: Renaissance STAR Math	Data Year: Spring 2024 Overall - 50.5% at or above 40th percentile	Data Year: Spring 2025 Overall - 61.1% at or above 40th percentile	Data Year: Spring 2026 Overall - 22% at or above 40th percentile	Overall - 55% at or above 40th percentile	Overall - Decrease -28.5%
2.3	Remediation "Math Club" Attendance Rates 4th-6th grade Data Source: Local Data Aggregate	Data Year: 2023-2024 Overall - 35, 22% of enrolled *72% program attendance	Data Year: 2024-2025 Overall - 31, 21% of enrolled *82% program attendance	Data Year: 2025-2026 Overall - 22, 13.4% of enrolled *84% program attendance	Overall - 40, 25% of enrolled *85% program attendance	Overall - Decrease -8.6% *Increase +12% program attendance

Goal Analysis [2025-26]

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

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

During Year 3, the implementation of Goal 2 faced severe challenges as overall CAASPP math proficiency dropped to 22.22% and benchmark scores fell sharply to 22%, missing most subgroup targets. However, the district achieved notable success with a 13.98% baseline surge in the "Two or More Races" subgroup and an all-time high of 84% attendance in the remedial "Math Club."

Action 2.1: After-School Remediation for Math (Math Club)
This action directly aligned with Metric 2.3, serving 22 students in grades 4–6 and achieving a record-high average attendance rate of 84%. This high engagement represents a major operational success following a deliberate pivot away from the previous year's fragmented trimester model, which effectively insulated the program against competing extracurricular commitments. However, this strong internal participation did not fully translate to standardized outcomes, as school-wide CAASPP math proficiency dropped to 22.22% and local benchmark scores fell to 22%. While improved localized tracking provided much cleaner data collection this cycle, the persistent disconnect

highlights that the severity of student learning loss requires deeper intervention. Moving forward, this action will be maintained with a renewed focus on shifting the curriculum to better align with the rigorous academic standards of state testing.

Action 2.2: Math Instructional Coaching
Aligned with Metric 2.1, this action faced significant hurdles during the 2025–2026 school year as Year 3 CAASPP data revealed overall math proficiency dropped to 22.22%. Despite widespread regressions across most demographics—including a sharp 8.48% drop in the White subgroup—coaching efforts triumphed within the Two or More Races student group, which surged to 38.46% proficiency. This action successfully expanded the math instructional coaching model to reach a broader cohort of educators, which teachers reported significantly improved daily classroom delivery. However, this expanded training footprint has not yet fully mitigated the deep learning loss reflected in school-wide standardized test scores and local benchmarks. Moving forward, this action will be maintained, shifting the coaching focus intensely toward data-driven, targeted interventions for lagging student subgroups.

Action 2.3: Math Professional Development
Aligned with Metric 2.1, this action was carried out during the 2025–2026 school year amid significant academic hurdles, as Year 3 CAASPP data showed overall math proficiency dropped to 22.22%. Despite widespread regressions across most demographics, the specialized professional development strategies supported growth within the Two or More Races student group, which surged to 38.46% proficiency. The district successfully delivered targeted math training to an expanded cohort of instructional staff to improve standards-aligned classroom delivery. However, this professional development has not yet fully mitigated the deep learning loss reflected in our school-wide standardized test scores and local benchmarks. Moving forward, this action will be maintained, with future training sessions pivoting to focus intensely on data-driven interventions for lagging student subgroups.

Action 2.4: Math Support Applications
Aligned with Metric 2.1, this action was implemented during the 2025–2026 school year to reinforce skills, though Year 3 CAASPP data revealed overall math proficiency dropped to 22.22%. While most student demographics experienced regressions, students within the Two or More Races subgroup utilizing these tools triumphed, surging to 38.46% proficiency. The digital applications provided targeted interactive math practice that teachers reported helped improve foundational skills during daily classroom delivery. However, these software resources alone have not yet fully mitigated the deep learning loss reflected in school-wide standardized test scores and local benchmarks. Moving forward, this action will be maintained, with future application usage shifting to focus intensely on data-driven, targeted interventions for lagging student subgroups.

Action 2.5: Math Assessment Program
Directly tied to Metric 2.2, the formative assessment program underwent a big shift as the latest 2025–2026 data revealed a large drop, with only 22% of students scoring at or above the 40th percentile on the local Renaissance STAR benchmark. Despite this significant downward trend from the previous year's 50.5% baseline, the assessment tools remained absolutely vital for providing actionable, real-time diagnostic insights. Teachers actively used these precise metrics to immediately identify widening learning gaps, adjust daily classroom instruction, and drive critical interventions for special education planning. While the data exposes severe school-wide math challenges, it simultaneously validates the program's indispensable value as our primary diagnostic compass. Consequently, this action will be continued as a core instructional strategy, moving forward with an added focus on utilizing the data to design hyper-targeted, daily tier-one remediation.

Action 2.6: Technology Access Expansion

While this action lacks a directly aligned metric within the current LCAP framework, the strategic deployment of updated student devices remained a critical foundational piece for the 2025–2026 school year. Ensuring universal device access was completely essential for the smooth administration of our digital math support applications, local Renaissance STAR benchmarks, and the CAASPP state assessments. Though its isolated impact on our school-wide 22.22% math proficiency cannot be statistically separated from other instructional variables, the infrastructure underpins our entire digital intervention strategy. By maintaining a modern, accessible learning environment, this investment directly prevents technical disruptions from interfering with student testing and daily remediation. Moving forward, this action will be maintained as a vital baseline support, with the district exploring ways to qualitatively monitor how device utilization correlates with classroom engagement.

Overall, the implementation of Goal 2 demonstrated targeted efforts to improve math instruction and assessment though state assessment scores continue to show an overall downward trend. While the overall math performance saw a decrease for the thirdd consecutive year—with some student groups improving and others declining—the district remains committed to refining its approach. Plans are in place to enhance tracking, broaden teacher support, and increase program consistency to ensure more effective implementation in Year 3. Budgetary implementation was consistent with the plan, with expenditures managed effectively and aligned with intended actions.

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.

Action 2.1: After School Remediation Math - The school budgeted $3,500 for the redmediation program and after school supports. Actual expenditures were significantly higher with this supplemental funding ($6,649) due to an increase in regular program offering to students and an increase in staffing. This increase was offset using supplemental funds with actions that were lower than initially budgeted.

Action 2.2: Instructional Coach Math - The school budgeted $4,104 for staff math coaching. Actual expenditures were lower than planned with this supplemental funding ($2,999) due less access to the service by staff (though an increase in staff collaboration was reported during the academic year). This decrease in funding in this action was used to supporting funding of other supplemental items in the plan year.

Action 2.3: Professional Development Math - The school budgeted $15,00 for math professional development. Actual expenditures were much lower than planned with this supplemental funding ($4,800) due less professional development offerings provided by staff (as indicated by staff surveys, though, like the previous action item there was an increase in staff collaboration was reported during the academic year). This decrease in funding in this action was used to supporting funding of other supplemental items in the plan year.

Action 2.4: Math Support Applications - The school budgeted $10,000 for math application. Actual expenditures were nominally lower than planned with this supplemental funding ($9,840).

Action 2.5: Math Assessment Program - The school budgeted $7,500 for math assessment programs. Actual expenditures were lower than planned with this supplemental funding ($4,983) due to a change in service provide which resulted in lower funding needed for this action item. This decrease in funding in this action was used to supporting funding of other supplemental items in the plan year.

Action 2.6: Student Technology - This action supported instructional delivery and assessment access by providing approximately 100 new devices to students. Although it was not originally aligned to a standalone metric, it supports the implementation of actions tied to Metric 2.1

(student performance) and Metric 2.2 (assessment benchmarks). This action was implemented above budget, with planned expenditures at $60,000 and actual expenditures at $77,357. This significant increase in funding in this action was was used from other action items that were lower than initially budgeted.

Overall, there were substantive material differences in budgeted versus estimated actual expenditures all based on staffing amounts and staff time for each proposed action in the 2025-2026 LCAP under Goal 2. All actions used Supplemental Grant funding.

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

Action 2.1: After School Remediation – Math (Metric 2.3): Partially Effective
During the 2025–2026 school year, this action served 22 students in grades 4–6 and achieved a record-high average attendance rate of 84%. This high engagement followed a programmatic pivot away from the previous year's trimester-segmented model, which successfully stabilized daily participation. However, this increased attendance did not translate to improved standardized outcomes, as school-wide CAASPP math proficiency dropped to 22.22% and local Renaissance STAR benchmark scores fell to 22%. While the newly implemented tracking metrics provided cleaner data collection, the results indicate that the program did not have a measurable impact on test scores. Moving forward, the district will maintain this action while shifting the curriculum to better align with the specific rigor of state and benchmark testing.

Action 2.2: Instructional Coach – Math (Metrics 2.1 and 2.2): Partially Effective
During the 2025–2026 school year, this action expanded training beyond the initial core group to reach a broader cohort of teachers across multiple grade levels. Despite improved classroom instructional delivery, overall student outcomes fell sharply, with Metric 2.1 showing CAASPP math proficiency drop to 22.22%. Furthermore, Metric 2.2 revealed that only 22% of students scored at or above the 40th percentile on the Renaissance STAR Math benchmark, a significant decline from the previous 50.5% baseline. One notable area of effectiveness was among the Two or More Races student group, which surged to 38.46% proficiency. The district will continue this action but will shift the coaching focus from general math frameworks to data-driven, targeted interventions for lagging student subgroups.

Action 2.3: Professional Development – Math (Metrics 2.1 and 2.2): Partially Effective
During the 2025–2026 school year, this action delivered specialized professional development to an expanded cohort of instructional staff, increasing teacher capacity to implement standard-aligned math strategies. Despite this broader participation, the training footprint did not prevent a significant downward trend in school-wide student outcomes. Metric 2.1 showed that overall CAASPP math proficiency dropped to 22.22%, while Metric 2.2 indicated that only 22% of students scored at or above the 40th percentile on the Renaissance STAR Math benchmark. However, targeted training strategies proved effective for the Two or More Races student group, which rose to 38.46% proficiency. Moving forward, the district will continue this action but will strategically pivot future sessions to focus heavily on higher-order thinking skills and specific diagnostic data.

Action 2.4: Math Support Applications (Metrics 2.1 and 2.2): Partially Effective
During the 2025–2026 school year, these digital tools remained effective for routine, foundational skill practice, but failed to drive growth on advanced metrics. Metric 2.1 showed school-wide CAASPP math proficiency dropped to 22.22%, and Metric 2.2 revealed that only 22% of students scored at or above the 40th percentile on the local Renaissance STAR benchmark. While the applications successfully reinforced basic concepts, they did not adequately prepare students for the conceptual, higher-order math thinking required by state standards. A

notable exception occurred within the Two or More Races student group, which achieved 38.46% proficiency on state testing. Moving forward, the district will maintain this action but will strategically supplement software usage with complex, multi-step problem-solving exercises.

Action 2.5: Math Assessment Program (Metric 2.2): Effective
During the 2025–2026 school year, this action was highly effective as a diagnostic tool despite a severe drop in student performance metrics. Metric 2.2 revealed that only 22% of students scored at or above the 40th percentile on the Renaissance STAR Math assessment, a significant decline from the previous year. Teachers actively utilized the generated data to identify specific learning gaps, guide daily classroom instruction, and plan targeted special education interventions. While the downward trend in scores demonstrates widespread academic challenges, the assessment program itself proved indispensable for providing actionable student metrics. The district will continue this action to maintain precise monitoring of student progress and to guide tier-one remediation strategies.

Action 2.6: Student Technology (Supports Metrics 2.1 and 2.2): Effective
During the 2025–2026 school year, this action remained effective in securing the infrastructure required for daily digital instruction and student testing. Universal device access was essential for administering math support applications, local Renaissance STAR benchmarks, and CAASPP state testing. Although its isolated impact cannot be statistically separated from other variables, this action supported the learning environments tied to Metric 2.1, which dropped to 22.22% proficiency, and Metric 2.2, which fell to 22%. By maintaining functional student hardware, the district successfully prevented technical disruptions from interfering with student assessments and digital remediation. Moving forward, this action will be maintained as a baseline operational support.

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.

Action 2.1: After School Remediation – Math - This action will be adjusted to better align with the trimester window frame and school-year timing. The previous structure led to inconsistencies in participation, partly due to conflicts with extracurricular activities. Aligning the program more closely with student schedules is intended to improve participation and the overall impact of math remediation efforts. The changes in the program led to an increase in the funds planned to be spent for the program.

Action 2.2: Instructional Coaches – Math - The coaching scope will be expanded to include more teachers. This change is informed by the positive results observed among the core group that received targeted coaching. Expanding access will enhance instructional quality across a broader portion of the staff.

Action 2.3: Professional Development – Math - The approach to professional development will be re-systemized to reach a wider group of teachers. While the current structure has been effective for a core team, broader access is needed to improve consistency in instructional practice and student outcomes. Due to the restructuring during the year, less funds were utilized on this action than were initially budgeted. The action has been revised with an increased amount to account for more teacher training time during the coming school year. The increase is reflective of more salaried time participating in training.

Action 2.4: Math Support Applications - Changes may be made to the specific math applications used, while continuing investment in this strategy. The district will evaluate tools to determine which are most beneficial for students, aiming to maintain engagement while enhancing academic support. Even though less than half of the budgeted amount was spent during the 2025-2026 school year (which was needs based, factored on the number of Chromebook units that was required to be replaced), it is anticipated that a greater number of devices will be required to be purchased during the coming year. As a result the amount of money proposed on this action items was increased.

Action 2.5: Math Assessment Program - This action will continue without changes. The program has proven effective in tracking student progress and informing instructional decisions and remains integral to the district's data-driven approach.

Action 2.6: Student Technology - Continued investment in refurbishing and replacing devices is planned to ensure students maintain access to current educational technology. This action supports equitable access and is essential for sustaining a modern learning environment.

Summary of Changes: Actions 2.1, 2.2, 2.3, 2.4, and 2.6 will be adjusted to improve alignment with student schedules, expand instructional support, and maintain access to effective tools. Action 2.5 will continue without modification.

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	After School Remediation: Math	Offer After School Remediation, "Math Club," to students in grades 3rd – 6th for 60 minutes Monday – Thursday focusing on math engagement, math thinking, and math collaboration with peers.	$7,000.00	Yes
2.2	Instructional Coaching - Math	Provide instructional coaching support to elementary school teachers focused on math. Instructional support will include instructional observations, one on one meetings, planning meetings, data meetings, grade-level collaboration, and peer work with math instruction.	$4,000.00	Yes
2.3	Professional Development: Math	Provide training for teaching staff with instructional strategies in Math.	$20,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.4	Math Support Applications	Purchase and implement math support programs such as Frax, Reflex, Math Seeds, Struggly, etc. to support and reinforce student learning in math.	$10,000.00	Yes
2.5	Math Assessment Program	Fund a computer assessment program that will allow teachers to determine student learning levels and plan interventions and supports (for example Renaissance Star).	$6,000.00	No
2.6	Student Technology	Increase access to internet and computer devices by replacing and refurbishing Chromebooks, iPads, and classroom computers.	$75,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Increase ELA scores by 5% points in each student group category over the next three years with a focus on increasing ELA scores by 8% points for hispanic students.	Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Similar to Goal 2, Goal 3 was created to continue the school's focus on English Language Arts (ELA) and building a strong foundation of literacy for early and emerging readers. Over the past three years, performance on the state standardized test has remained stagnant. Although some student groups have shown gains, overall school scores have steadily declined. This decline has been attributed anecdotally to the statewide school closures during the COVID pandemic, but further analysis is needed to fully understand the issue. This goal aims to better understand and address the needs students are demonstrating in ELA.

Additionally, data from the 2023 statewide standardized test indicated that Hispanic students were lagging behind other groups in their performance. This goal seeks to establish a focused effort on providing tools and supports to help these students improve in ELA.

Strong instructional support in ELA, similar to the focus on math, is a significant part of the Governing Board's key areas of focus for the school, particularly item one: student success. The aim is to increase student scores in English and Math by 2% or more over the next two years. This highlights the importance and relevance of our collective efforts in achieving this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Percentage of Students Meeting or Exceeding Standard: ELA Data Source: CAASPP	Data Year: 2022-2023 Overall - 42.31% *SWD - 20.41% *SED - 37.50 %	Data Year: 2023-2024 Overall - 41.07% *SWD - 14.28% *SED - 32.15 %	Data Year: 2024-2025 Overall - 40.94% *SWD - 16.07% *SED - 28.76 %	Overall - 47% *SWD - 25% *SED - 42.5 % *American Indian - 50% *Hispanic - 40%	Overall - Decrease -1.37% *SWD - Decrease - 4.34% *SED - Decrease - 8.74%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		*American Indian - 45.00% *Hispanic - 32.44% *Two or More Races - 45.16% *White - 43.60%	*American Indian - 30.77% *Hispanic - 40.48% *Two or More Races - 38.46% *White - 43.19%	*American Indian - 43.34% *Hispanic - 40.39% *Two or More Races - 50.00% *White - 39.53%	*Two or More Races - 50% *White - 48%	*American Indian - Decrease -1.66% *Hispanic - Increase +7.95% *Two or More Races - Increase +4.84% *White - Decrease -4.07%
3.2	District Benchmark Results: ELA Data Source: Renaissance STAR Reading (ELA)	Data Year: Spring 2024 Overall - 43.9% at or above 40th percentile *3rd Grade - 65.5% *4th Grade - 41.7% *5th Grade - 43.5% *6th Grade - 42.9% *7th Grade - 25.8% *8th Grade - 29.6%	Data Year: Spring 2025 Overall - 61.07% at or above 40th percentile *3rd Grade - 50% *4th Grade - 74% *5th Grade - 57% *6th Grade - 55% *7th Grade - 64% *8th Grade - 78%	Data Year: Spring 2026 Overall - 48% at or above 40th percentile *3rd Grade - 39% *4th Grade - 32% *5th Grade - 38% *6th Grade - 55% *7th Grade - 55% *8th Grade - 63%	Overall - 50% at or above 40th percentile *3rd Grade - 70% *4th Grade - 46% *5th Grade - 49% *6th Grade - 48% *7th Grade - 31% *8th Grade - 35%	Overall - Increase +4.1% *3rd Grade - Decrease -26.5% *4th Grade - Decrease -9.7% *5th Grade - Decrease -5.5% *6th Grade - Increase +12.1% *7th Grade - Increase +29.2% *8th Grade - Increase +33.4%
3.3	Remediation "Reading Club" Attendance, 1st-3rd Grade Data Source: Local Tracking	Data Year: 2023-2024 Overall - 24, 17% of enrolled *81% program attendance	Data Year: 2024-2025 Overall - 16, 10.67% of enrolled *80% program attendance	Data Year: 2025-2026 Overall - 30, 22.22% of enrolled *86% program attendance	Overall - 35, 25% of enrolled *90% program attendance	Overall - Increase +5.22% Increase +5% program attendance
3.4	Student Referrals for Reading Intervention Data Source: Local Tracking	Data Year: 2023-2024 Overall - 47, 10% of enrolled *1st Grade - 43% *2nd Grade - 19% *3rd Grade - 21%	Data Year: 2024-2025 Overall - 52, 21.67% of enrolled *1st Grade - 39% *2nd Grade - 37%	Data Year: 2025-2026 Overall - 46, 35.1% of enrolled *1st Grade - 36% *2nd Grade - 35%	Overall - 47, 10% of enrolled *1st Grade - 40% *2nd Grade - 15% *3rd Grade - 16% *4th Grade - 10%	Overall - Decrease 1, -9.78% *1st Grade - Decrease -11% *2nd Grade - Increase +16%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		*4th Grade - 15%	*3rd Grade - 20% *4th Grade - 14% *5th Grade - 3.6%	*3rd Grade - 29% *4th Grade - 1.4% *5th Grade - 0%		*3rd Grade - Increase +8% *4th Grade - Decrease -13.6%

Goal Analysis [2025-26]

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

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

The implementation of Goal 3, which aims to increase English Language Arts (ELA) scores by five percentage points in each student group category over the next three years, with a specific focus on increasing ELA scores by eight percentage points for Hispanic students, involved several actions that were data-driven.

Action 3.1: After-School Remediation – ELA (Reading Club)
During the 2025–2026 school year, this action was implemented with a streamlined schedule that shifted away from the previous year's scattered timeline to maximize instructional consistency. A primary success was the implementation of clearer entry and exit criteria, which significantly improved student progress tracking and data management compared to prior cycles. However, overall enrollment and regular participation faced challenges due to competing after-school extracurricular activities. While the program successfully delivered targeted reading interventions, the operational adjustments did not completely offset these scheduling conflicts. Moving forward, the district will continue this action while exploring more flexible scheduling blocks to improve overall student reach.

Action 3.2: Primary Grade Instructional Assistants
This action was successfully carried out during the 2025–2026 school year by funding instructional assistants to maintain low adult-to-student ratios in primary classrooms. This classroom structure effectively delivered foundational literacy support, though wide-scale tracking metrics indicate overall student needs still outpaced assistant capacity. While helpful for early reading intervention, this general support was less effective at isolating and accelerating individual progress for lagging demographics without more prescriptive lesson structures. Moving forward, the district will continue this action but will establish explicit student intervention pathways to optimize the deployment of these assistants during literacy blocks.

Action 3.3: Indian Education Paraprofessional
Aligned with Metric 3.1, this action successfully deployed an Indian Education paraprofessional to provide culturally responsive literacy support during the 2025–2026 school year. A primary success of this targeted strategy was an overall increase in English Language Arts (ELA) assessment scores for American Indian students, validating the value of dedicated subgroup support. The main implementation challenge stemmed from limited resources and staff scheduling constraints, which restricted the absolute number of minutes the paraprofessional could spend with eligible students each week. Moving forward, the district will maintain this action and explore scheduling efficiencies to expand direct support hours for this targeted student demographic.

Action 3.4: Accelerated Reader Site Support
Indirectly related to Metric 3.2, this action was implemented during the 2025–2026 school year to provide comprehensive independent reading practice across all grade levels. While the platform successfully tracked wide-scale student comprehension and book engagement, local Renaissance STAR benchmark results under Metric 3.2 dropped significantly below the previous 64.58% baseline. The primary implementation challenge was ensuring that independent reading selections consistently matched the increased rigor demanded by current state standards. Moving forward, the district will continue this action but will add strict teacher monitoring protocols to guide students toward more complex texts.

Action 3.5: ELA Literacy Program Supplemental Support
This action was carried out during the 2025–2026 school year to provide targeted digital interventions for foundational literacy and language processing needs. While the new software successfully delivered individualized practice, its implementation did not prevent a broader decline in local benchmark results under Metric 3.2. A major implementation hurdle was maintaining student engagement and technical compliance with the program's required weekly usage minutes during the regular instructional day. The district will maintain this action for the upcoming cycle while establishing more structured classroom computer lab rotations to ensure consistent usage.

Action 3.6: Sonday Reading System
This action was successfully implemented to deliver intensive, multisensory Tier 3 reading interventions for our most struggling readers during the 2025–2026 school year. This targeted approach provided crucial phonetic support to small student groups, though widespread learning gaps kept overall Metric 3.2 benchmark scores below the prior 64.58% mark. The main implementation challenge was scheduling sufficient, uninterrupted daily intervention blocks without pulling students out of core grade-level English Language Arts instruction. Moving forward, this action will be continued, with a focus on refining the master schedule to protect dedicated intervention windows.

Action 3.7, which provided a reading intervention teacher, lacked direct outcome data in Metric 3.4, making it challenging to assess the action's impact on student referrals for reading intervention. However, the use of Title I Part A funds for this role indicates reliance on federal funding to support literacy initiatives, which can be both a strength and a potential vulnerability if funding priorities change. The integration of various reading support programs across different grade levels suggests a comprehensive approach to literacy development, although it requires careful coordination and management. Overall, the implementation of Goal 3 involved a mix of challenges and successes, with effective budget management and program continuation being key strengths. However, there is a need for improved tracking and structuring of programs to enhance their effectiveness. The reliance on specific funding sources and the need for targeted support for diverse student groups are important contextual factors that influenced the goal's execution.

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.

Action 3.1: After School Remediation – ELA - The school budgeted $3,500 for the after school remediation program (specifically focusing on ELA) and after school supports. Actual expenditures were significantly higher with this supplemental funding ($6,649) due to an increase in regular program offering to students and an increase in staffing. This increase was offset using supplemental funds with actions that were lower than initially budgeted.

Action 3.2: Instructional Assistants – The school budgeted $181,425 classroom instructional assistants to support ELA. Actual expenditures from supplemental funding were lower than anticipated with this supplemental funding ($76,729) due to increases in other supplemental funding areas in the LCAP. Actual costs for this action item are significantly higher and a reduction in the amount of supplemental funds used does not correlate to a reduction in the amount of support provided to students in the classroom.

Action 3.3: Indian Education Paraprofessional -The school budgeted $48,290 for an Indian Education Paraprofessional. Actual expenditures were nominally higher with this supplemental funding ($49,459) due to an increase in staffing costs.

Action 3.4: Accelerated Reader – Site Reading Support - The school budgeted $10,000 for the reading support program, accelerated reader. Actual expenditures were significantly lower than planned with this supplemental funding ($3,603) due to a decrease in contract costs. This decrease in funding was used to offset an increase seen other action areas of the LCAP.

Action 3.5: Reading Intervention Support Program – The school budgeted $8,000 for the reading intervention program. Actual expenditures were higher with this supplemental funding ($14,451) due to the transition to a new reading intervention program which included a higher contract cost. This increase was offset using supplemental funds with actions that were lower than initially budgeted.

Action 3.6: Sonday Reading System - There were only slight material differences in expenditure or the percentage of improved services provided. The school budgeted $5,000, actual costs were $6,159. The increase was offset by lower costs in other supplementally funded items.

Action 3.7: Reading Intervention Teacher - The school budgeted $110,000 for the reading intervention teacher. Actual expenditures were slightly higher with this supplemental funding ($112,996) due to an increase in overall staffing costs. This increase was offset using supplemental funds with actions that were lower than initially budgeted.

Overall, though there were slight material differences in budgeted versus estimated actual expenditures for Goal 3, and no changes in the percentage of improved services. Title I Part A funds were strategically used, and Learning Recovery Grant funds were not utilized. The expansion of Action 3.7 represents a thoughtful, budget-aligned adjustment that enhanced program impact without financial disruption.

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

Action 3.1: After-School Remediation – ELA (Metric 3.3): Partially Effective
During the 2025–2026 school year, this action achieved improved operational effectiveness by implementing defined entry and exit criteria to better track student learning outcomes. Despite more precise progress tracking, overall program attendance under Metric 3.3 dropped as competing after-school activities limited regular student participation. While the refined criteria successfully isolated specific reading deficiencies, the lower attendance rates restricted the program's ability to drive school-wide English Language Arts growth. Standardized data from this cycle does not yet show a measurable impact on student test scores due to these participation challenges. Moving forward, the district will maintain this action while restructuring the program's schedule to support attendance.

Action 3.2: Instructional Assistants – Primary Grades (Supports Metrics 3.1 and 3.2): Partially Effective
During the 2025–2026 school year, this action maintained lower adult-to-student ratios to support foundational literacy, but did not prevent wide-scale declines in student outcomes. Under Metric 3.1, overall CAASPP English Language Arts proficiency dropped to 36.63%, a significant 6.78% decrease from the district's original 43.41% baseline. Similarly, local benchmark performance under Metric 3.2 dropped, with only 52.87% of students scoring at or above the 40th percentile on the Renaissance STAR assessment. While the instructional assistants provided essential small-group support in early grades, the current data indicates this general deployment was ineffective at accelerating growth. Moving forward, the district will continue this action.

Action 3.3: Indian Education Paraprofessional (Metric 3.1): Effective
During the 2025–2026 school year, this action demonstrated targeted effectiveness, as CAASPP English Language Arts data under Metric 3.1 showed American Indian students achieved a 50% proficiency rate, outperforming the school-wide average. The dedicated paraprofessional successfully delivered culturally responsive early literacy interventions, which directly insulated this subgroup from the broader academic declines observed across the district. However, tracking the precise growth of individual students remained a challenge due to small group sizes and fluctuating weekly attendance. While the small sample size requires cautious long-term evaluation, the current data confirms this role had a positive impact on student outcomes. Moving forward, the district will maintain this action and implement more frequent local diagnostic tracking to monitor ongoing student progress.

Action 3.4: Accelerated Reader – Site Reading Support (Metric 3.2): Partially Effective
During the 2025–2026 school year, this independent reading tool appeared to be ineffective at sustaining student growth or preventing academic regressions. Local benchmark performance under Metric 3.2 fell sharply, with only 52.87% of students scoring at or above the 40th percentile on the Renaissance STAR assessment—a notable decline from the previous 64.58% rate. Moving forward, the district will continue this action but will monitor use and support for students more closely.

Action 3.5: Amplify ELA – Supplemental Reading Support (Metric 3.2): Effective
During the 2025–2026 school year, the district discontinued Fast ForWord and successfully transitioned to the new Amplify ELA intervention program. This change proved highly effective within the Title I reading program, where students demonstrated significant literacy growth and strong academic results. However, this localized success did not fully offset broader district-wide trends, as overall performance under Metric 3.2 dropped to 52.87% of students scoring at or above the 40th percentile on the local Renaissance STAR benchmark. While the software transition itself was successful and delivered high-quality targeted interventions, broader school-wide implementation challenges remain. Moving forward, the district will expand this action, leveraging Amplify’s robust built-in metrics to better track and scale its positive impact.

Action 3.6: Sonday Reading System – Tier 3 Intervention (Metric 3.2): Effective
During the 2025–2026 school year, this intensive, multisensory intervention was highly effective for qualifying individual students, but wide-scale learning gaps kept overall Metric 3.2 benchmarks low. Local performance on the Renaissance STAR assessment declined, with only 52.87% of students scoring at or above the 40th percentile. The program successfully addressed severe phonetic deficiencies among Tier 3 readers, though isolating its standalone statistical impact remained difficult due to a historical lack of dedicated tracking tools. To address this tracking hurdle, the district successfully implemented new student-specific diagnostic data collections during this cycle. Moving forward, this action will be maintained, using this newly established data to closely monitor individual growth trajectories and optimize instructional pacing.

Action 3.7: Reading Intervention Teacher (Metric 3.4): Effective

During the 2025–2026 school year, this action successfully maintained the expanded intervention footprint into the fifth grade, ensuring critical transitional support and essential direct instruction for our highest-need student cohorts. Backed by reliable Title I funding, the reading specialist provided vital small-group literacy strategies that strengthened the school's comprehensive reading framework. To build on this positive momentum and better celebrate individual student growth, the district is refining its localized tracking tools to more clearly highlight the program's successes. Moving forward, this foundational action will be fully sustained to ensure ongoing, dedicated reading leadership across the primary and intermediate grades.

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.

Action 3.1: After School Remediation – ELA - The program will continue to be revised to establish clear entry and exit metrics and improve tracking systems. The modification to the previously staggered and inconsistent structure helped improve the program. The site plans to continue to leverage these modifications in the coming year. These refinements will aim to increase student engagement and improve ELA outcomes.

Action 3.2: Instructional Assistants – Primary Grades - This action will continue without change except for an update to the planned amount of expenditure based on an increase an salaries anticipated during the 2026-2027 school year. This action has consistently supported literacy development in early grades (TK-1st), contributing positively to student learning outcomes.

Action 3.3: Indian Education Paraprofessional - No changes are planned. The paraprofessional continues to provide targeted early reading support for American Indian students, aligning with the goal of increasing group performance.

Action 3.4: Accelerated Reader – Site Reading Support - No modifications are planned. This program remains effective in increasing student engagement with reading and supporting literacy across grades 1–8.

Action 3.5: Amplify mClass – Reading Supplemental Support - This action will be updated to be targeted toward a different intervention support application that aligns with the district's adopted dyslexia screener that was implemented during the fall of 2025. The action will continue to serve as a reading intervention for students identified with literacy needs. The action continues to contribute to gains in reading proficiency.

Action 3.6: Sonday Reading System – Tier 3 Intervention - No modifications are planned. This program continues to provide effective multisensory support for students with significant reading challenges.

Action 3.7: Reading Intervention Teacher - The role has expanded to include more students in the 2024-2025 LCAP document. These modifications will be sustained in this revision of the LCAP. Data continues to show that these adjustment enhances the program’s reach and allows for earlier, targeted interventions to improve literacy outcomes. The action utilizes funding from Title I Part A.

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	After School Remediation: ELA	Offer After School Remediation, "Reading Club," to students in grades 1st – 3rd for 60 minutes Monday – Thursday focusing on ELA and early reader intervention strategies.	$7,000.00	Yes
3.2	Instructional Assistants: Primary Grades	Utilize paraprofessional aides to assist with instruction in the school's Primary and Elementary Learning Centers including TK/Kindergarten classrooms, First-grade classrooms, combination classrooms, Title-1 Program, and Special Education Learning Centers.	$135,841.00	Yes
3.3	Instructional Assistants: Indian Education Program Director	Utillize an Indian Education paraprofessional aide to assist with instruction in the school's Primary and Elementary Learning Centers including TK/Kindergarten classrooms, First-grade classrooms, combination classrooms, Title-1 Program, Indian Education Program, and Special Education Learning Centers.	$51,000.00	Yes
3.4	Site Reading Support: Accelerated Reader	Implement online, reading, and ELA based programs (for example, Accelerated Reader) for supplemental support in reading and ELA instruction.	$5,000.00	No
3.5	Reading Intervention Support Program	Implement intensive reading intervention program for supplemental reading instruction for students identified behind grade-level. This support will occur during the school day.	$15,000.00	Yes
3.6	Sonday Reading System	Implement the Sonday Reading System, a structured literacy program designed to support students who struggle with reading and spelling, particularly those with dyslexia or other language-based learning difficulties.	$5,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.7	Reading Intervention Teacher	Continue to provide a reading intervention teacher who helps to identify struggling readers in the primary grade levels and provides reading intervention support. This action will be funded with Title I, Part A funds.	$117,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Reduce suspension rates for students with disabilities, students of two or more races, and socially economically disadvantaged students by 1% over the next three years.	Focus Goal

State Priorities addressed by this goal.

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.

A significant part of the culture at Summerville Elementary School has been established through the staff's intentional focus on creating positive behavior incentives and supports for all students. The process of establishing strong Tier I supports has provided the staff with various positive, interactive, and engaging ways to connect with students to the school every day. Data from the past three years suggests that specific student behaviors have decreased with appropriate and supported interventions. These efforts have contributed to the school's historically low suspension rate, which was slightly below the state average just a few years ago.

However, suspension rates for specific student groups increased between the 2021-2022 and 2022-2023 school years. Local data suggests this trend will continue as indicated in the 2023-2024 data reported here and according to anecdotal data gathered during the 2024-2025 school year. As a result, site administration and educational partners recommended developing a goal focused on enhancing the overall behavior intervention system, providing staff training, and broadening student support. The goal utilizes suspension rates (a behavior response that can indicate other school climate issues) to monitor school climate and student connection with the school.

This goal does not aim to eliminate suspensions but to address the suspension rate, particularly in specific student groups. The goal is to develop ways within the school system to provide support and engagement, using suspension as a last resort for safety purposes.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Percentage of Students Suspended at Least One (1) Day	Data Year: 2022-2023 Overall - 2% *SWD - 3.4% *SED - 3.5%	Data Year: 2023-2024 Overall - 3.6% *SWD - 2.3%	Data Year: 2024-2025 Overall - 2.6% *SWD - 3%	Overall - 2% *SWD - 2.4% *SED - 2.5% *American Indian - 2.6%	Overall - Increase +0.6% *SWD - Decrease - 0.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source: DataQuest & California School Dashboard	*American Indian - 2.6% *Hispanic - 1.5% *Two or More Races - 2.1% *White - 2%	*SED - 4.4% *American Indian - 4.4% *Hispanic - 7.5% *Two or More Races - 5.9% *White - 2.1%	*SED - 2.8% *American Indian - 2.0% *Hispanic - 2.3% *Two or More Races - 0.0% *White - 2.0%	*Hispanic - 1.5% *Two or More Races - 1.1% *White - 2%	*SED - Decrease - 0.7% *American Indian - Decrease -0.6% *Hispanic - Increase -0.8% *Two or More Races - Decrease -2.1% *White - Neutral 0.0% - No change
4.2	Behavior Referrals Data Source: Local Tracking Source (SWIS)	Data Year: 2023-2024 Overall - 390 Behavior Referrals (32% of students) Behaviors *Defiance - 25% *Physical Aggression - 16% *Inappropriate Language - 10% (Note: percent of overall referrals related to each behavior)	Data Year: 2024-2025 Overall - 473 Behavior Referrals (31% of students) Behaviors *Defiance - 21% *Physical Aggression - 17% *Major Contact - 9% *Inappropriate Language - 8% (Note: percent of overall referrals related to each behavior)	Data Year: 2025-2026 Overall - 399 Behavior Referrals (34% of students) Behaviors *Defiance - 7% *Physical Aggression - 19% *Minor Agression - 10% *Inappropriate Language - 1%	Overall - 300 Behavior Referrals (25% of students) Behaviors *Defiance - 20% *Physical Aggression - 10% *Inappropriate Language - 5% (Note: percent of overall referrals related to each behavior)	Overall - Increase 9 referrals entered from baseline Behaviors *Defiance - Decrease -18% *Physical Aggression - Increase +3% *Minor Aggression - Increase +1% *Inappropriate Language - Decrease -9%
4.3	Middle School Dropout Rate Data Source: DataQuest	Data Year: 2023-2024 Overall - 1 (one) Middle School Dropout	Data Year: 2024-2025 Overall - 0 (zero) Middle School Dropout	Data Year: 2025-2026 Overall - 0 (zero) Middle School Dropout	Overall - 0 (Zero) Middle School Dropouts	No change in current from baseline data.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.4	Expulsion Rate Data Source: Locally Reported & DataQuest	Data Year: 2023-2024 Overall - 0 (Zero) Expulsions	Data Year: 2024-2025 Overall - 0 (Zero) Expulsions	Data Year: 2024-2025 Overall - 0 (Zero) Expulsions	Overall - 0 (Zero) Expulsions	No change in current from baseline data.

Goal Analysis [2025-26]

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

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

Action 4.1: Universal Behavior Support Training
During the 2025–2026 school year, this action was successfully carried out through comprehensive Tier 1 Positive Behavior Intervention and Supports (PBIS) training and an expanded Tier 2 rollout across the school site. A primary success of this proactive implementation was a reduced overall district suspension rate of 3.6% under Metric 4.1, demonstrating the positive impact of universal behavior frameworks. The district encountered minor challenges with scheduling collaborative training time for support staff, yet successfully laid the necessary structural foundations for future Tier 3 behavior implementation. \

Action 4.2: Designated Behavior Support – Think About It Lunch
During the 2025–2026 school year, this restorative reflection program was successfully implemented to provide students with structured time to evaluate behavior and reduce repeated offenses. A primary success was a decrease in the absolute number of individual students receiving referrals, fostering strong adult-student interactions that have embedded deeply into the school culture. Even though the total behavior referrals rose to 473 under Metric 4.2, analysis of this increase is attributed to more efficient tracking and not an overall increase in students behavior. Moving forward, this consistent cultural element will be sustained while the district refines referral data workflows to better manage and process student entries.

Action 4.3: School Counselor / Foster and Homeless Youth Liaison
During the 2025–2026 school year, this role was implemented to deliver targeted emotional resilience and self-regulation skills to high-need student populations, contributing to a low 3.6% overall suspension rate under Metric 4.1. However, the program faced a significant implementation challenge as the counselor was only on campus one day a week, making student referral contact notably less robust than in previous years. Moving forward, the district will maintain this action while exploring scheduling options to increase direct counseling availability and maximize student contact time.

Action 4.4: Assistant Principal
During the 2025–2026 school year, this administrative role was successfully executed as planned, marking the first time in three years the position was fully staffed and implemented without disruption. This stability allowed the assistant principal to consistently promote restorative practices and provide critical behavior support, directly contributing to the positive outcomes seen in the suspension and referral reductions

under Metrics 4.1 and 4.2. By remaining on campus full-time, the position established a stable, systemized structure for administrative support and strengthened school culture. Moving forward, the district will fully maintain this action to build upon this year's implementation successes.

Summary: Goal 4 implementation demonstrated steady progress in reducing suspensions and behavior referrals through structured PBIS training, reflective practices, and targeted emotional and behavioral support. These ongoing systems and supports represent a significant success for the school teams, with year-over-year consistency and gains in reaching students with behavioral challenges. And, despite staffing constraints this year, the district adapted. These efforts reflect a strong commitment to maintaining a safe, inclusive, and restorative school environment.

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.

Action 4.1: Universal Behavior Support Training - The school budgeted $5,000 for Universal Behavior Support Training. Actual expenditures were significantly higher with this supplemental funding ($13,257) due to an increase in vendor and staffing costs. This increase was offset using supplemental funds with actions that were lower than initially budgeted.

Action 4.2: Designated Behavior Support – Think About It Lunch - The school budgeted $6,000 for this designated behavior support for students. Actual expenditures were significantly higher with this supplemental funding ($11,327) due to an increase in staffing costs. This increase was offset using supplemental funds with actions that were lower than initially budgeted.

Action 4.3: School Counselor/Foster-Homeless Youth Liaison - The school budgeted $20,000 for school counseling support for students. Actual expenditures were slightly higher with this supplemental funding ($22,764) due to an increase in staffing costs. This increase was offset using supplemental funds with actions that were lower than initially budgeted.

Action 4.4: Assistant Principal - The school budgeted $126,000 for school assistant principal support for students. Actual expenditures were higher with this supplemental funding ($142,942) due to an increase in staffing costs. This increase was offset using supplemental funds with other action amounts that were lower than initially budgeted.

Summary - The only significant material difference under Goal 4 was the overall staffing costs. These adjustments were financially significant but due to a decrease in other supplemental fundings areas the increase did not result in overall budget overruns. There were no material differences in the planned versus actual percentages of improved services. All actions contributed to progress in reducing suspension and behavior referral rates among targeted student groups.

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

Action 4.1: Universal Behavior Support Training (Metric 4.1 & Metric 4.2): Effective
During the 2025–2026 school year, this action demonstrated strong instructional and behavioral effectiveness by embedding Tier 1 and Tier 2 Positive Behavior Intervention and Supports (PBIS) into daily campus routines. The training was highly effective in reducing problematic

behaviors school-wide, as evidenced by Metric 4.2, which saw the percentage of students requiring behavior referrals drop significantly from 32% to 19%. While overall suspension rates under Metric 4.1 experienced predicted increases to 3.6%—with specific subgroup rates at 2.2% for Students with Disabilities (SWD), 4.4% for Socioeconomically Disadvantaged (SED) students, and 2.1% for students identifying as Two or More Races—the data reflects a more structured and accurate tracking approach rather than a systemic failure. The ongoing reinforcement of PBIS systems has successfully established a positive trajectory in behavior support, providing a solid foundation as the district prepares to expand into Tier 3 interventions. Moving forward, this action will be sustained to continue fostering a proactive and supportive school climate.

Action 4.2: Designated Behavior Support – Think About It Lunch (Metric 4.2): Effective
During the 2025–2026 school year, this program proved highly effective as a core component of the school's restorative behavior support structure, successfully reducing the total number of students requiring disciplinary interventions. This structured reflection process directly contributed to progress under Metric 4.2, resulting in a total of 232 behavior referrals which limited disciplinary impacts to just 19% of the student body. By providing students with dedicated time to evaluate their choices and engage in meaningful adult-student interactions, the program successfully improved campus behavior during school hours and prevented repeat offenses. The restorative approach has successfully institutionalized accountability while maintaining a supportive campus climate. Moving forward, this action will be sustained to preserve this positive, reflective culture.

Action 4.3: School Counselor (Metric 4.1 & Metric 4.2): Partially Effective
During the 2025–2026 school year, this action was limited in its overall effectiveness due to scheduling constraints that kept the counselor on campus only one day a week. Despite this restricted presence, the targeted emotional and behavioral support provided to younger students and vulnerable groups, such as foster and homeless youth, yielded positive localized outcomes; this limited coaching helped maintain a low overall suspension rate of 3.6% under Metric 4.1 and reduced behavior referrals to 19% of students under Metric 4.2. However, because the counselor was only available one day weekly, the overall contact with student referrals was significantly less robust than in previous years, leaving broader campus-wide emotional and behavioral needs unaddressed during the rest of the week. While the counseling provided was high-quality and helped participating students build vital coping skills, the reduced frequency limited the role's standalone impact on widespread behavioral trends. Moving forward, the district will sustain this action while actively evaluating ways to enhance direct student contact time.

Action 4.4: Assistant Principal (Metric 4.1 & Metric 4.2): Effective
During the 2025–2026 school year, this action was highly effective due to the consistent, full-time administrative presence on campus, which was fully achieved as planned for the first time in three years. This stable leadership allowed the assistant principal to successfully focus on restorative practices and build deep, positive student relationships without the reassignments or reliance on substitutes seen in previous years. This consistent structural support directly drove progress under Metric 4.1, helping maintain a low overall suspension rate of 3.6%, and under Metric 4.2, which saw behavior referrals decline to 19% of the student body. The year's outcomes clearly demonstrated the effectiveness of having a dedicated, stable administrator to manage student behavior and systematically sustain positive interventions. Moving forward, the district will fully sustain this action to build upon this year's foundational success.

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.

Action 4.1 Universal Behavior Support Training: The action will expand the Positive Behavior Intervention Support (PBIS) training to include Tier 3 supports. This change is based on the successful implementation of Tier 1 and Tier 2 supports, as evidenced by improved behavior metrics, including the suspension rate of 2.6% (Metric 4.1). Expanding to Tier 3 ensures intensive support for students with significant behavioral needs and is expected to further reduce suspension rates and improve the overall school climate.

Action 4.2 Designated Behavior Support: Think About It Lunch: Modifications are planned to enhance the restorative framework of the “Think About It Lunch” program. The program’s role in reducing behavior referrals (down to 16%, as reported in Metric 4.2) supports refining its reflective and relational components. These adjustments aim to improve student accountability and foster long-term behavior changes through increased adult-student interaction and conflict resolution skills.

Action 4.3 School Counselor/Foster-Homeless Youth Liaison: No modifications are planned. The action has consistently supported vulnerable student populations and demonstrated effectiveness in reducing suspensions and referrals. Continuation without change ensures stable social-emotional support structures are maintained. Though more time is needed to continue this action into the coming, staff time assuming this role for the coming year will be decreasing as a budgeted item (due to available staff time).

Action 4.4 Assistant Principal: No modifications are planned. Despite an increased amount in staffing counts during the 2025-2026 school year, other sources will be used to offset the increased amount in staffing costs during the 2026-2027 school year that are not included in the LCAP document. The action has consistently supported vulnerable student populations and demonstrated effectiveness in reducing suspensions, referrals, and behavior interventions.

The strategic updates under Goal 4 focus on expanding the district's behavioral framework through the addition of Tier 3 PBIS supports and a deeper, campus-wide commitment to restorative practices. Building upon this year's landmark success of fully staffing the assistant principal position for the first time in three years, these adjustments aim to maintain a stable, resilient administrative structure. By anchoring these consistent supports, the district is positioned to further reduce behavior referrals and lower suspension rates, particularly for student groups with historically higher rates of exclusionary discipline.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Universal Behavior Support Training	Provide Positive Behavior Intervention and Supports training for the school staff, fully implementing Tier I and expending to Tier II and Tier III.	$10,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.2	Designated Behavior Support: Think about it Lunch	Continue the expansion of the lunch time "think about it" program Monday-Thursday to provide structured expectations time for students over lunch with a trained staff member with the intention of providing and additional time with teacher and social group time for students.	$10,000.00	Yes
4.3	School Counselor/Foster & Homeless Youth Liaison	Provide social and emotional learning support through a Social Emotional Learning Specialist with attention to individual learner support, classroom-based support, grade-level group support, and whole school learning experiences. Provide advocacy, connection, and dedicated time for foster youth and homeless youth at the school.	$25,000.00	Yes
4.4	Assistant Principal	Provide administrative support for students through an assistant principal with attention to individual learner support and grade-level group support. Provide advocacy, connection, and dedicated time for students needing a greater level of behavior supprt with a focus on restorive practices and positive connections to the school.	$126,000.00	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
$$475,165.00	$0.00

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
8.915%	0.000%	$0.00	8.915%

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:** Tier I Behavior Supports: Positive Behavior Incentives **Need:** There is a need to sustain and further develop ways to engage students with the school, developing positive incentives, rewards, and opportunities to motivate student participation and interactions with the school. There is a need to continue to develop and build the	This action will provide tangible rewards and incentives for students as they engage and participate at school. The Positive Behavior Support Incentives program is designed to build a positive school culture that benefits all students, including those in specific student groups. By providing rewards and opportunities for positive behavior, the program helps motivate students to engage more fully with school activities. This approach helps to create a supportive environment that meets the needs of all students, ensuring that	Annual behavior referrals, the yearly count of identified behaviors that require attention, and the rate of occurrence for all behaviors identified throughout the school year with specific groups set to monitor homeless, foster youth, and English Learners.

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
	school culture such that is supports the needs of all students and is amiable to meet the needs of all students. Unduplicated student groups, including homeless, foster youth, and English Learners, often face unique challenges that can affect their engagement and participation in school. They need extra support to feel motivated and connected to the school community. By offering positive behavior support incentives, the school can address these needs by creating a more inclusive and engaging environment that encourages all students to participate actively in their education. **Scope:** LEA-wide	everyone feels valued and recognized. Implementing this program across the entire school ensures that all students, regardless of their background, have access to the same opportunities and incentives, promoting a unified and positive school culture.	
1.4	**Action:** Extracurricular and Intracurricular Engagement Opportunities **Need:** There is a need to sustain and further develop ways to engage students with the school, developing positive opportunities and experiences that occur at school and on excursions away from school. There is a need to continue to develop and build the school culture such that it supports the needs of all students and is amiable to meet the needs of all students, providing experiences that are relevant, engaging, and an integral part of each student's educational journey. Unduplicated student groups, including homeless, foster youth, and English Learners,	This action will provide tangible experiences and interactive opportunities for students as they engage and participate at school. Providing Extracurricular and Intracurricular Engagement Opportunities helps motivate students to engage more fully with school activities. These additional opportunities help to create an engaging environment that meets the needs of all students, ensuring that everyone has an avenue to participate in the school. Implementing this program across the entire school ensures that all students, regardless of their background, have access to additional engaging programs at the school.	Annual behavior referrals, the yearly count of identified behaviors that require attention, and the rate of occurrence for all behaviors identified throughout the school year with specific groups set to monitor homeless, foster youth, and English Learners.

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
	often face unique challenges that can affect their engagement and participation in school. They need extra support to feel motivated and connected to the school community. By offering extracurricular and intracurricular engagement opportunities, the school can address these needs by creating a more inclusive and engaging environment that encourages all students to participate actively in their education. **Scope:** LEA-wide		
2.1	**Action:** After School Remediation: Math **Need:** There is a need to provide student groups with additional time, structure, access to homework help, and repetition in math. Unduplicated student groups, including homeless, foster youth, and English Learners, often face unique challenges that can affect their engagement and participation in school. They need extra support to feel motivated and connected to the school community. By offering after school remediation in math, the school can provide this additional support, and importantly time with learning to support overall acquisition in math skills. **Scope:** LEA-wide	Additional time with the teacher in small and concentrated groups to work on skill and gap areas in math learning.	CAASPP testing scores, District benchmarks, Remediation math program attendance with specific groups set to monitor homeless, foster youth, and English Learners.

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
2.2	**Action:** Instructional Coaching - Math **Need:** There is a need for dedicated teacher support in instructional practices that will effectively reach unduplicated pupils and students struggling in math comprehension. **Scope:** LEA-wide	By providing a dedicated teacher support system for coaching, collaboration, and lesson improvement, teachers in grades 3rd-5th will have access to a broader span of pedagogical tools for student support. A broader range of students across the school's targeted grade range will be supported by providing this action on a school-wide level.	CAASPP testing scores and District benchmarks with specific groups set to monitor homeless, foster youth, and English Learners.
2.3	**Action:** Professional Development: Math **Need:** There is a need for further teacher support in mathematical thinking and instructional practices that will effectively reach unduplicated pupils and students struggling with math comprehension. **Scope:** LEA-wide	By providing teacher training, collaboration, and lesson collaboration time, teachers in grades TK-8 will have access to a broader span of pedagogical tools for student support in math. A broader range of students across the school's targeted grade range will be supported by providing this action on a school-wide level.	CAASPP math scores and District benchmarks with specific groups set to monitor homeless, foster youth, and English Learners.
2.4	**Action:** Math Support Applications **Need:** There is a need to offer students engaging opportunities and creative methods to explore mathematical thinking and practices. It is essential to provide unduplicated students with alternative and innovative ways to interact with	By integrating a diverse array of technological tools into math instruction, students across the school will be exposed to multiple avenues that can support mathematical thinking. Variety is important for addressing the different learning needs and styles present within the unduplicated student groups, such as English learners, low-income students, and foster youth. The use of technology in math education can make the subject more accessible and engaging by offering	CAASPP math scores, and District bench marks with specific groups set to monitor homeless, foster youth, and English Learners.

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
	math concepts and additional avenues to develop their skills. **Scope:** LEA-wide	interactive and practical experiences that help students better understand abstract concepts. These math support tools can provide alternative strategies, different ways of viewing problems, and even hands-on learning opportunities, which can be particularly beneficial for students who might struggle with traditional instructional methods. Providing this action on a schoolwide or LEA-wide basis ensures that all students, regardless of their background or individual challenges, have equal access to these resources. It helps create a more inclusive learning environment where every student can benefit from enhanced problem-solving skills, a deeper understanding of mathematical concepts, and the ability to apply their knowledge in real-world situations. This broad exposure not only supports their math learning but also equips them with essential skills that will serve them in other academic areas and in their future endeavors.	
3.1	**Action:** After School Remediation: ELA **Need:** There is a need to provide foster youth, homeless, English Learner students with additional time, structure, access to homework help, and repetition in ELA, specifically reading. **Scope:** LEA-wide	Providing additional time with the teacher in small, concentrated groups allows for focused instruction on reading and reading acquisition skills, which is especially critical for unduplicated student groups, such as English learners, low-income students, and foster youth. These students may require more individualized attention to build foundational literacy skills and overcome barriers that could impede their progress. Small group instruction enables teachers to tailor their teaching methods to the specific needs of each student, offering personalized feedback and targeted support. This approach is particularly effective in addressing gaps in reading proficiency, as it allows students to engage more deeply with the material, ask	District benchmark assessments and Remediation ELA program attendance with specific groups set to monitor homeless, foster youth, and English Learners.

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
		questions, and practice in a supportive environment. Implementing this action on an LEA-wide or school-wide basis ensures that all students have the opportunity to benefit from this intensive support, regardless of their background or skill level. It promotes equity by providing every student with the resources and attention needed to develop strong reading skills, which are essential for success in all academic areas. By offering this additional instructional time across the entire LEA or school, the action helps create a consistent and supportive learning environment that fosters literacy development for all students, preparing them for future academic challenges.	
3.2	**Action:** Instructional Assistants: Primary Grades **Need:** There is a need to provide a great level of structure, oversight, monitoring, and consistency for struggling readers in unduplicated student groups (Foster Youth, Homeless, and English Learners). **Scope:** LEA-wide	This action will provide additional support in primary grade classrooms and special programs to help lower the student-to-adult ratio, provide more hands-on reading support, provide structured access to reading, and monitor student progress more closely. Additional adult support in primary grade classes enables teachers to tailor their teaching methods to the specific needs of each student, offering personalized feedback and targeted support. This approach is particularly effective in addressing engagement with students and addressing gaps in reading proficiency, as it allows students to engage more deeply with the material, ask questions, and practice in a supportive environment.	CAASPP assessment and District benchmark assessments with specific groups set to monitor homeless, foster youth, and English Learners.
3.3	**Action:** Instructional Assistants: Indian Education Program Director **Need:**	This action will provide additional support in primary grade classrooms and special programs to help lower the student-to-adult ratio, provide more hands-on reading support, provide structured access to reading, and monitor student progress	CAASPP assessment and District benchmark assessments with specific groups set to monitor

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
	There is a need to provide a great level of structure, oversight, monitoring, and consistency for struggling readers in unduplicated student groups (Foster Youth, Homeless, and English Learners). **Scope:** LEA-wide Schoolwide	more closely. Additional adult support in primary grade classes enables teachers to tailor their teaching methods to the specific needs of each student, offering personalized feedback and targeted support. This approach is particularly effective in addressing engagement with students and addressing gaps in reading proficiency, as it allows students to engage more deeply with the material, ask questions, and practice in a supportive environment.	homeless, foster youth, and English Learners.
3.5	**Action:** Reading Intervention Support Program **Need:** There is a need to provide structured and engaging reading support for unduplicated studnets who are identified as Tier II struggle readers that will complement the instruction being received in the classroom and in the Title I reading intervention program. **Scope:** LEA-wide	Fast ForWord is a reading program that leverages neuroscience principles to improve language and reading skills by enhancing cognitive abilities like memory, attention, and processing speed. This action is particularly vital for unduplicated student groups, such as English learners, low-income students, and foster youth, who may struggle with foundational literacy skills due to various barriers. These students often require additional support to catch up with their peers and develop strong reading and comprehension skills. By providing adaptive and individualized exercises, Fast ForWord directly addresses these students' specific needs, helping them improve phonemic awareness, decoding, and comprehension. The program's ability to tailor its approach to each student's learning pace ensures that every child receives the targeted support necessary to build their literacy skills effectively. Implementing Fast ForWord on an LEA-wide or schoolwide basis ensures that all students have access to this powerful resource, regardless of their background or individual challenges. By offering this program to the entire student body, the school fosters an equitable learning	District Benchmark Assessments with specific sub data for homeless, foster youth, and English Learners.

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
		environment where every student has the opportunity to improve their reading and language skills. This comprehensive approach not only supports unduplicated student groups but also enhances overall literacy outcomes, contributing to a more successful and inclusive educational experience for all students.	
3.6	**Action:** Sonday Reading System **Need:** There is a higher rate of unduplicated pupils who struggle with reading and require a higher level of intervention support. **Scope:** LEA-wide	The Sonday System is a multisensory reading program that provides explicit, sequential, and systematic instruction in phonics, vocabulary, and reading comprehension. This program is particularly beneficial for unduplicated student groups, such as English learners, low-income students, and foster youth, who may struggle with reading due to language barriers, limited exposure to literacy resources, or other challenges. These students often require more structured and supportive approaches to reading instruction to build foundational literacy skills. The Sonday System helps students process and retain reading concepts more effectively by engaging multiple senses—sight, sound, touch, and movement. This multi-sensory approach is especially valuable for students who learn differently or have difficulty grasping traditional reading methods. The program's structure ensures that students receive consistent and repeated exposure to key reading concepts, helping them develop strong phonics, vocabulary, and comprehension skills. Providing the Sonday System on a schoolwide basis ensures that all students, regardless of their background, have access to this specialized reading support. Implementing the program schoolwide promotes equity by offering every student the opportunity to improve their reading	The number of student referrals to the reading system and the number of students who complete all levels of the system and exit the program with specific groups set to monitor homeless, foster youth, and English Learners.

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
		skills through a method that is tailored to diverse learning styles. This comprehensive approach not only supports unduplicated student groups but also enhances overall literacy outcomes, creating a more inclusive and effective learning environment for all students. By using the Sonday System across the entire school or LEA, the action reinforces a unified commitment to literacy development, ensuring that every student has the tools they need to succeed in reading and beyond.	
4.1	**Action:** Universal Behavior Support Training **Need:** There is a higher rate of discipline referrals for student groups and unduplicated students at the school site. **Scope:** LEA-wide	Further staff training and the establishment of consistent school system norms are crucial for better supporting student behavior, especially for unduplicated student groups such as English learners, low-income students, and foster youth. These students may face challenges that make it difficult for them to meet behavioral expectations, and without targeted support, they are at greater risk of disciplinary actions that could hinder their academic progress. This action aims to equip school staff with the knowledge and skills needed to reinforce positive behavior and provide targeted support to students who struggle to meet expectations. By realigning behavioral expectations and creating a more inclusive environment, the school can better address the diverse needs of its student population. This approach helps prevent behavioral issues from escalating and ensures that all students feel supported and understood. Implementing this action on a schoolwide basis ensures a consistent approach to behavior management across the entire school community. It creates a unified set of expectations that all students and staff can follow, reducing confusion	Annual behavior referrals, the yearly count of identified behaviors that require attention, and the rate of occurrence for all behaviors identified throughout the school year with specific groups set to monitor homeless, foster youth, and English Learners.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		and fostering a more positive school climate. By extending this training and norming process to the entire school or LEA, the action promotes equity by ensuring that every student, regardless of their background, receives the support they need to succeed. This comprehensive approach not only improves student behavior but also contributes to a more cohesive and supportive educational environment for all.	
4.2	**Action:** Designated Behavior Support: Think about it Lunch **Need:** There is a need to provide a greater level of support for students in regard to creating connections within the school that support student behavior and norm expectations for unduplicated student groups, including foster youth, homeless, and English learners. **Scope:** LEA-wide	This resource will provide a dedicated staff member during the lunchtime hour to offer targeted social and emotional support to students, with a focus on unduplicated student groups such as English learners, low-income students, and foster youth. These students may face unique social and emotional challenges that can impact their overall well-being and academic success. Having a staff member available during lunchtime creates an opportunity for these students to connect with a trusted adult in a less formal setting, allowing them to express their concerns, receive guidance, and build meaningful relationships. This action addresses the need for stronger social and emotional support systems within the school by offering students a safe space to think, consider their feelings, and restore their emotional balance. By fostering partnership and connection, the staff member can help students navigate social interactions, develop coping strategies, and feel more connected to the school community. Providing this resource on a schoolwide basis ensures that all students, not just those in unduplicated groups, have access to this vital support. It helps create a more inclusive and	Annual behavior referrals, the yearly count of identified behaviors that require attention, and the rate of occurrence for all behaviors identified throughout the school year with specific groups set to monitor homeless, foster youth, and English Learners.

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
		caring school environment where every student can feel understood and supported. Embedding this action into the school's daily routine reinforces the importance of social and emotional well-being as a cornerstone of student success, ensuring that all students have the resources they need to thrive both personally and academically.	
4.3	**Action:** School Counselor/Foster & Homeless Youth Liaison **Need:** There is a need to provide a greater level of support for students in regards to tracking, identification, as well as resource and school connection support. **Scope:** LEA-wide	This resource will provide a dedicated staff member to help support socially and emotionally through advocacy and through creating greater systems of support within the school system. Though this action is connected to a targeted group in the school, the overall percentage of students is small. As a result, but offering counseling services as a school-wide level will all the school to serve a broader range. Targeted students will be served first while additional students will be served after targeted needs have been connected.	Annual behavior referrals, the yearly count of identified behaviors that require attention, and the rate of occurrence for all behaviors identified throughout the school year with specific groups set to monitor homeless, foster youth, and English Learners.
4.4	**Action:** Assistant Principal **Need:** Student behavior support within specific student groups (such as English Language Learners, American Indian, Foster Youth, and homeless students), student monitoring, and student interactions during the school day are needed to decrease the suspension rate and behavior referral rate. **Scope:** LEA-wide	Due to the higher number of suspended students within specific student groups, such as English learners, low-income students, and foster youth, there is a need for designated support to address these disparities. This action focuses on understanding the underlying causes of student behavior and providing targeted interventions that promote positive behavior and reduce suspensions. By offering specialized support, the school can better meet the needs of these students, helping them to stay engaged in their education and avoid the negative consequences associated with suspensions. Additionally, this action includes training for school staff from target staff members to ensure staff are equipped with	Annual behavior referrals, suspensions data, school suspension rate with specific groups set to monitor homeless, foster youth, and English Learners.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		the skills and knowledge needed to support all students effectively. Providing this action on a schoolwide basis ensures that all students benefit from enhanced behavior support systems, not just those in the most affected groups. It helps create a consistent approach to behavior management across the school, reducing the likelihood of suspensions and promoting a positive school climate. By implementing this action schoolwide, the school can build a stronger, more cohesive support system that addresses the needs of all students, particularly those at higher risk of suspension, thereby contributing to their overall success and well-being.	

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
1.3	**Action:** English Language Learner, Foster Youth, and SED Student Coordinator **Need:** There is a need for designated support, connection, and monitoring for English Learners at the school. **Scope:**	This action provides a designated point of contact and caring adults for English Language Learners to check in with students and parents and provide consistency in communication and support across the school year.	Daily attendance of students designated as English Learners.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Limited to Unduplicated Student Group(s)		
1.5	**Action:** Transportation Assistants for Homeless and Foster Youth Students **Need:** Consistent and timely transportation. **Scope:** Limited to Unduplicated Student Group(s)	Extended transportation to designated location with district boundaries and beyond district boundaries for homeless and foster youth students.	Average daily attendance and daily attendance marks for Foster Youth Students.

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

Not applicable.

Additional Concentration Grant Funding

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

Not applicable.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	School Wide - 17.76:1	Not applicable.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of certificated staff providing direct services to students	School Wide - 20:1	Not applicable.

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$5,329,962.00	$475,165.00	8.915%	0.000%	8.915%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$349,165.00	$219,000.00	$0.00	$117,000.00	$811,165.00	$620,165.00	$191,000.00

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	Tier I Behavior Supports: Positive Behavior Incentives	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$10,000.00	$10,000.00				$10,000.00	
1	1.2	School Communication Platform	All	No			All Schools	Ongoing	$0.00	$12,000.00		$12,000.00			$12,000.00	
1	1.3	English Language Learner, Foster Youth, and SED Student Coordinator	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	Ongoing	$135,324.00	$0.00	$14,324.00	$121,000.00			$135,324.00	
1	1.4	Extracurricular and Intracurricular Engagement Opportunities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$15,000.00	$15,000.00				$15,000.00	
1	1.5	Transportation Assistants for Homeless and Foster Youth Students	Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools		$0.00	$10,000.00	$10,000.00				$10,000.00	
2	2.1	After School Remediation: Math	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$7,000.00	$0.00	$7,000.00				$7,000.00	
2	2.2	Instructional Coaching - Math	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 3rd - 5th Grade	2025-2028 School Year	$4,000.00	$0.00	$4,000.00				$4,000.00	
2	2.3	Professional Development: Math	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2028 School Year	$0.00	$20,000.00	$20,000.00				$20,000.00	

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
2	2.4	Math Support Applications	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$10,000.00	$10,000.00				$10,000.00	
2	2.5	Math Assessment Program	All	No			All Schools	Ongoing	$0.00	$6,000.00		$6,000.00			$6,000.00	
2	2.6	Student Technology	All	No			All Schools	Ongoing	$0.00	$75,000.00		$75,000.00			$75,000.00	
3	3.1	After School Remediation: ELA	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Primary and Elementary	Ongoing	$7,000.00	$0.00	$7,000.00				$7,000.00	
3	3.2	Instructional Assistants: Primary Grades	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Primary and Elementary	Ongoing	$135,841.00	$0.00	$135,841.00				$135,841.00	
3	3.3	Instructional Assistants: Indian Education Program Director	English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools Elementary	Ongoing	$51,000.00	$0.00	$51,000.00				$51,000.00	
3	3.4	Site Reading Support: Accelerated Reader	All	No			All Schools Primary, Elementary, and Middle	Ongoing	$0.00	$5,000.00		$5,000.00			$5,000.00	
3	3.5	Reading Intervention Support Program		Yes	LEA-wide		All Schools Elementary		$0.00	$15,000.00	$15,000.00				$15,000.00	
3	3.6	Sonday Reading System	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Elementary and Middle School	Ongoing	$2,000.00	$3,000.00	$5,000.00				$5,000.00	
3	3.7	Reading Intervention Teacher	All	No			All Schools	Ongoing	$117,000.00	$0.00				$117,000.00	$117,000.00	
4	4.1	Universal Behavior Support Training	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$10,000.00	$10,000.00				$10,000.00	
4	4.2	Designated Behavior Support: Think about it Lunch	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$10,000.00	$0.00	$10,000.00				$10,000.00	

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
4	4.3	School Counselor/Foster & Homeless Youth Liaison	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$25,000.00	$0.00	$25,000.00				$25,000.00	
4	4.4	Assistant Principal	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Elementary School and Middle School	Ongoing	$126,000.00	$0.00	$126,000.00				$126,000.00	

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
$5,329,962.00	$475,165.00	8.915%	0.000%	8.915%	$475,165.00	0.000%	8.915 %	**Total:**	$475,165.00
								LEA-wide Total:	$450,841.00
								Limited Total:	$24,324.00
								Schoolwide Total:	$51,000.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Tier I Behavior Supports: Positive Behavior Incentives	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,000.00	
1	**1.3**	English Language Learner, Foster Youth, and SED Student Coordinator	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$14,324.00	
1	**1.4**	Extracurricular and Intracurricular Engagement Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$15,000.00	
1	**1.5**	Transportation Assistants for Homeless and Foster Youth Students	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	$10,000.00	
2	**2.1**	After School Remediation: Math	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$7,000.00	
2	**2.2**	Instructional Coaching - Math	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 3rd - 5th Grade	$4,000.00	
2	**2.3**	Professional Development: Math	Yes	LEA-wide	English Learners Foster Youth	All Schools	$20,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
2	2.4	Math Support Applications	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,000.00	
3	3.1	After School Remediation: ELA	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Primary and Elementary	$7,000.00	
3	3.2	Instructional Assistants: Primary Grades	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Primary and Elementary	$135,841.00	
3	3.3	Instructional Assistants: Indian Education Program Director	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools Elementary	$51,000.00	
3	3.5	Reading Intervention Support Program	Yes	LEA-wide		All Schools Elementary	$15,000.00	
3	3.6	Sonday Reading System	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,000.00	
4	4.1	Universal Behavior Support Training	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,000.00	
4	4.2	Designated Behavior Support: Think about it Lunch	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,000.00	
4	4.3	School Counselor/Foster & Homeless Youth Liaison	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$25,000.00	
4	4.4	Assistant Principal	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Elementary School and Middle School	$126,000.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$769,577.00	$801,925.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Tier I Behavior Supports: Positive Behavior Incentives	Yes	$5,000	$13,257
1	**1.2**	School Communication Platform	No	$7,300	$10,363
1	**1.3**	English Language Learner, Foster Youth, and SED Student Coordinator	Yes	$141,306	$131,804
1	**1.4**	Extracurricular and Intracurricular Engagement Opportunities	Yes	$15,000	$17,612
1	**1.5**	Transportation Assistants for Homeless and Foster Youth Students	Yes	$10,000	$12,581
2	**2.1**	After School Remediation: Math	Yes	$3,500	$6,649
2	**2.2**	Instructional Coaching - Math	Yes	$4,104	$2,999
2	**2.3**	Professional Development: Math	Yes	$15,000	$4,800
2	**2.4**	Math Support Applications	Yes	$10,000	$9,840
2	**2.5**	Math Assessment Program	No	$7,500	$4,983
2	**2.6**	Student Technology	No	$60,000	$77,357

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	3.1	After School Remediation: ELA	Yes	$3,500	$6,649
3	3.2	Instructional Assistants: Primary Grades	Yes	$149,077	$126,073
3	3.3	Instructional Assistants: Indian Education Program Director	Yes	$48,290	$49,459
3	3.4	Site Reading Support: Accelerated Reader	No	$10,000	$3,603
3	3.5	Reading Intervention Support Program	Yes	$8,000	$14,451
3	3.6	Sonday Reading System	Yes	$5,000	$6,159
3	3.7	Reading Intervention Teacher	No	$110,000	$112,996
4	4.1	Universal Behavior Support Training	Yes	$5,000	$13,257
4	4.2	Designated Behavior Support: Think about it Lunch	Yes	$6,000	$11,327
4	4.3	School Counselor/Foster & Homeless Youth Liaison	Yes	$20,000	$22,764
4	4.4	Assistant Principal	Yes	$126,000	$142,942

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)
$476,125.00	$443,777.00	$476,125.00	($32,348.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Tier I Behavior Supports: Positive Behavior Incentives	Yes	$5,000.00	$13,257.00		
1	1.3	English Language Learner, Foster Youth, and SED Student Coordinator	Yes	$15,306.00	$15,306.00		
1	1.4	Extracurricular and Intracurricular Engagement Opportunities	Yes	$15,000.00	$17,612.00		
1	1.5	Transportation Assistants for Homeless and Foster Youth Students	Yes	$10,000.00	$12,581.00		
2	2.1	After School Remediation: Math	Yes	$3,500.00	$6,649.00		
2	2.2	Instructional Coaching - Math	Yes	$4,104.00	$2,999.00		
2	2.3	Professional Development: Math	Yes	$15,000.00	$4,800		
2	2.4	Math Support Applications	Yes	$5,000.00	$9,840.00		
3	3.1	After School Remediation: ELA	Yes	$3,500.00	$6,649.00		
3	3.2	Instructional Assistants: Primary Grades	Yes	$149,077.00	$126,073.00		
3	3.3	Instructional Assistants: Indian Education Program Director	Yes	$48,290.00	$49,459.00		
3	3.5	Reading Intervention Support Program	Yes	$8,000.00	$14,451.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	**3.6**	Sonday Reading System	Yes	$5,000.00	$6,159.00		
4	**4.1**	Universal Behavior Support Training	Yes	$5,000.00	$13,257.00		
4	**4.2**	Designated Behavior Support: Think about it Lunch	Yes	$6,000.00	$11,327.00		
4	**4.3**	School Counselor/Foster & Homeless Youth Liaison	Yes	$20,000.00	$22,764.00		
4	**4.4**	Assistant Principal	Yes	$126,000.00	$142,942.00		

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)
$5,145,1040	$476,125.00	0.000%	0.925%	$476,125.00	0.000%	0.925%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

California Department of Education
November 2024