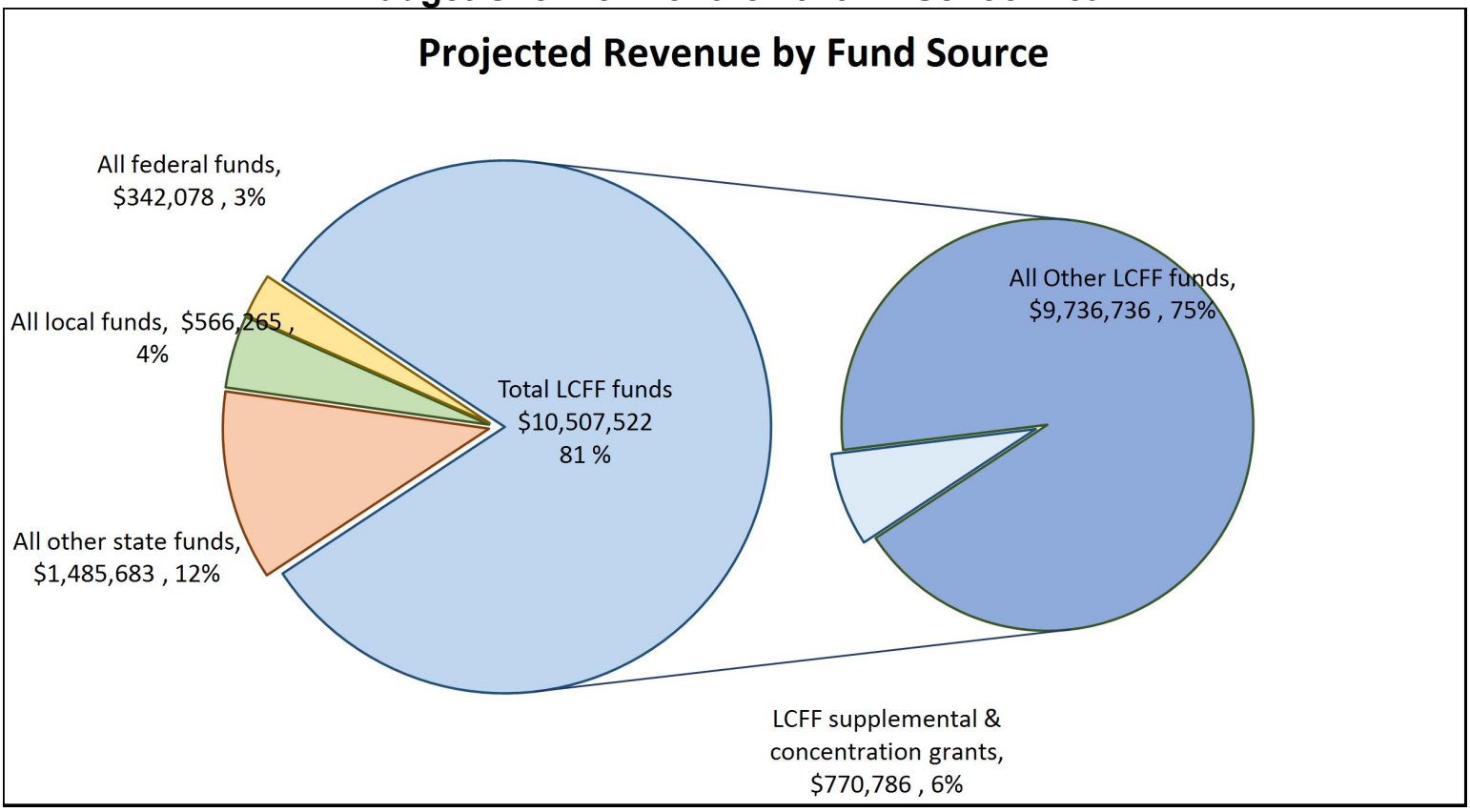
# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Sundale UESD
CDS Code: 54 72173 6054399
School Year: 2026-27
LEA contact information:
Joy Farkas
Principal
joy.farkas@sundale.org
5596887451

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

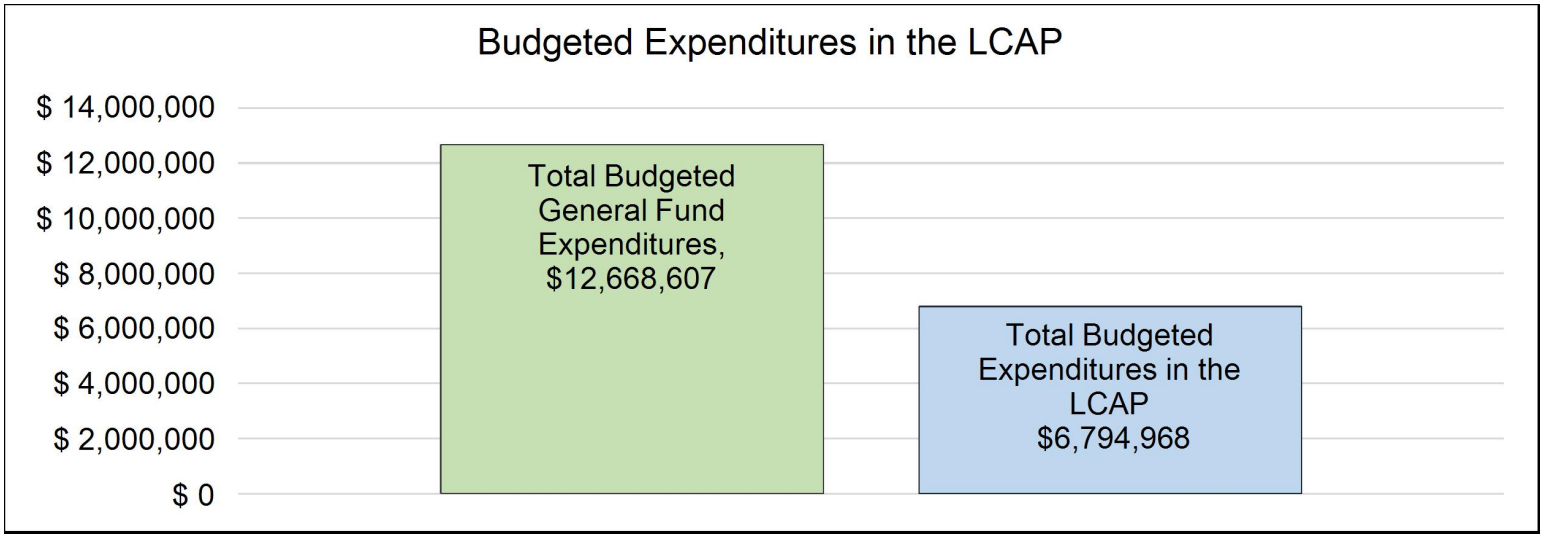



This chart shows the total general purpose revenue Sundale UESD expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Sundale UESD is $12,901,548, of which $10,507,522 is Local Control Funding Formula (LCFF), $1,485,683 is other state funds, $566,265 is local funds, and $342,078 is federal funds. Of the $10,507,522 in LCFF Funds, $770,786 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 Sundale UESD 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: Sundale UESD plans to spend $12,668,607 for the 2026-27 school year. Of that amount, $6,794,968 is tied to actions/services in the LCAP and $5,873,639 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

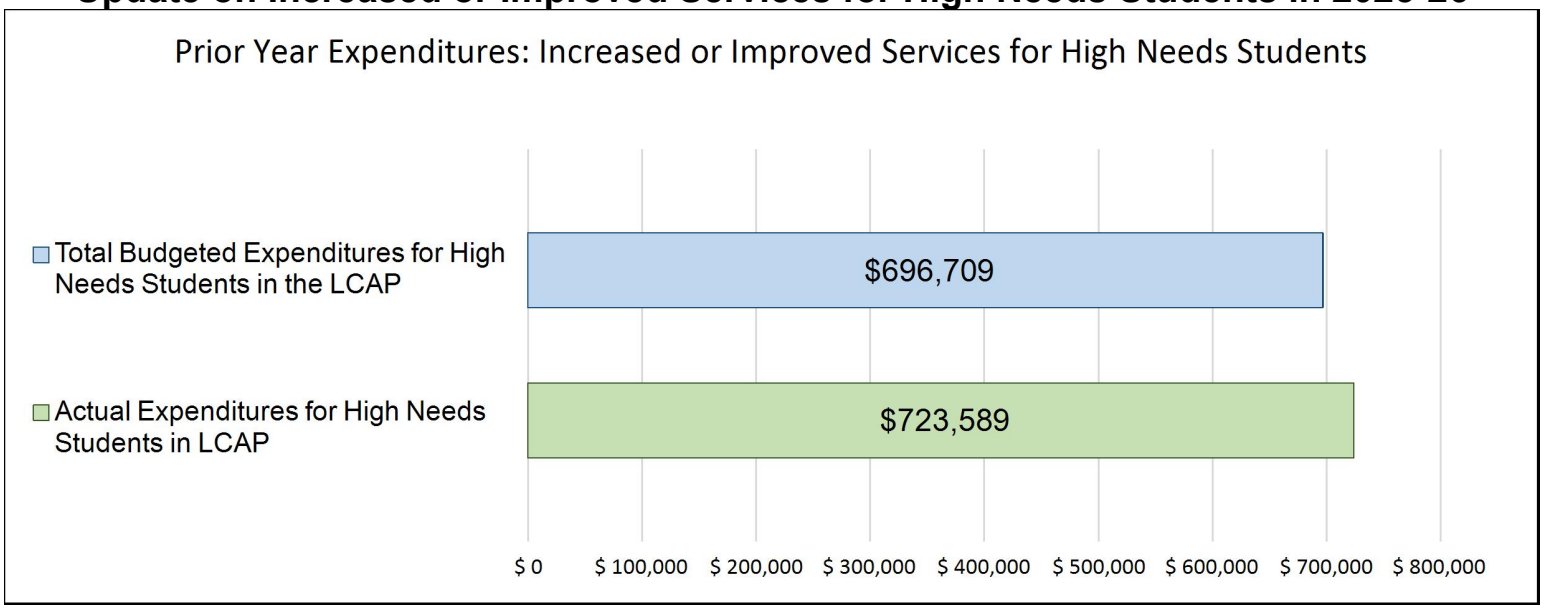
The district's General Fund also supports many important services and operational costs that are not included as specific actions within the LCAP. These include expenses such as Special Education services, transportation, facility maintenance, utilities, food services, technology systems, and general operational and administrative costs necessary for the daily operation of schools.

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

In 2026-27, Sundale UESD is projecting it will receive $770,786 based on the enrollment of Foster Youth, English learner, and low-income students. Sundale UESD must describe how it intends to increase or improve services for high needs students in the LCAP.  Sundale UESD plans to spend $778,118 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 Sundale UESD budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Sundale UESD 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, Sundale UESD's LCAP budgeted $696,709 for planned actions to increase or improve services for high needs students. Sundale UESD actually spent $723,589 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 |
|---|---|---|
| Sundale UESD | Joy Farkas<br>Principal | joy.farkas@sundale.org<br>5596887451 |

# 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.

Sundale School is a single school district in a rural area of Tulare County. Currently, Sundale has 850 students ranging in grades TK-8th, with more than half of the students coming from outside the District boundaries. The School has two Transitional Kindergarten classrooms, four classes in grades kindergarten -3rd and three classes from 4-8th grades. Sundale's mission statement is: "Committed to Moral Integrity, Academic Excellence, and the Development of Self Worth for Students, Staff, and Community". The School prides itself on working to develop the whole child from Character, Wellness, finding the student's strengths outside of academics (by offering fine arts, sports, ag, career exploration, and other extra-curricular activities) and a rigorous Academic Program.
Sundale provides their students with academic and social-emotional support as needed. The School has a reading lab, an innovative lab, two science labs, a library, multi-media room, ag science facility, art room, dance room and band room. Students are offered opportunities to participate in various programs on campus throughout the school day. The school has two full-time counselors, both are on-site to talk with individual students, parents and/or provide class lessons on bullying or other topics needed.
Currently, Sundale’s enrollment consists of 9.5% English Learners, 39.4% Socioeconomically Disadvantaged, 7% Students with Disabilities, 0.4% Foster, 4% Homeless and 3% GATE. The Race/Ethnic breakdown of Sundale is: 47.5% Hispanic, 0.1% American Indian, 0.8% Asian, 0.1% Black/African American, 0.1% Hawaiian/Pacific Islander, and 47.4% White.

# Reflections: Annual Performance

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

Reflections

Overall Sundale was pleased with the performance of our students. As per the 2025 Dashboard results, students scored in the green for English Language Arts and yellow for Math. As we compare our state scores with Tulare County, Sundale was ranked the 3rd highest school with 55.88% of students meeting or exceeding the standard in ELA, and in Math, Sundale was ranked 3rd in the County with 47.36% of students meeting or exceeding the standard. On our District STAR Assessment Results from March 2025, students scored 53.9% At or Above grade level standard in English Language Arts and 44.9% At or Above standard in Math. We are very proud of our teachers and students who have worked hard to make growth, even though it's small increments we are moving in the right direction to achieve our goals. Three students were redesignated from the English Learner Program for the 2025-2026 school year. On our 2024-2025 dashboard our data showed that 49.3% of our English Learner students made progress toward English language proficiency, resulting in our placement in the green performance level. We are trully proud of the hard work that our students and staff have put in to making growth in this area. We also recognize this is still a significant area of need and will continue to make it a top priority. As a result, we are actively working to strengthen our instructional strategies and supports to ensure all English Learner students have the tools they need to grow and succeed.

Suspensions were at 0.6%, as per the 2025 Dashboard results, with the Attendance Rate of 96.68%. 100% of our staff feel safe on campus and emergency drills are practiced and discussed regularly. 88.89% of our staff feel that our campus is in good repair, based on a Staff Survey. 100% of our students were offered a chromebook and hot spot for this year to be checked out if needed. Parents have continued to stay involved at Sundale through parent meetings for PTO, SSC, Dad's Club, EL Parent Meetings, and Question/Answer Sessions with Administration. 43% of parents filled out the School Survey for the school year 2025-2026. Sundale plans to maintain and continue to build upon these successes with our continued work with our Actions stated in the plan.

The student group within our school that is red and received the lowest performance level on the state indicators on the 2024 Dashboard are our English Learners for Math. For the 2025 Dashboard our English Learners have showed growth and are now in the orange, which means they went from very low to low in math. In Math they were 116.2 points below the standard in 2024 and have increased in points by 14.8 in 2025 with 3.77% meeting or exceeding the standards. This is still an area of concern, and one we plan to continue to focus on. We currently have many supports in place and will continue to carry out our planned actions. For this cycle we will continue our work to strengthen our efforts and actions to ensure we are moving towards our goals.  For ELA we were also able to make more growth, staying in the orange performance level, at 71.7 points below the standard, increasing 21.3 points with 15.68% meeting or exceeding the standard.

Even though the district has an Unduplicated Pupil percentage under 55%, through 2025-2026 analysis of the needs, conditions, and circumstances of Unduplicated students, it was evidenced that many others are in need and would greatly benefit from services targeted at Unduplicated Pupils. The district and its educational partners analyzed how best to meet the needs of Unduplicated Pupils and best effectively and efficiently deliver services to maximize the impact for these students. It was decided that all Actions within this LCAP that are Contributing to increasing or improving services for Unduplicated Pupils can be most effective and most efficiently delivered if implemented school wide.

Learning Recovery and Emergency Block Grant (LREBG): Sundale recieved $38,169 in funding for this school year. Those funds were incorporated into the 25-26 LCAP plan for Goal 1, action 1.3 and 1.7 as was our previous LREBG funding in conjunction with educational

partners and approved at the Mid-Year LCAP review by the school board. Sundale expended all funds, so for the 2026-2027 year Sundale does NOT have any unexpended LREBG funding.

2023 Dashboard Performance:
The student group within our school that is red and received the lowest performance level on the state indicators on the 2023 Dashboard are our English Learners for ELA and Math. For ELA they were 111 points below the standard, declining 23.4 points with only 5.26% meeting or exceeding the standard. In Math they were 107.2 points below the standard, declining 9 points with only 3.44% meeting or exceeding the standards. This is an area of concern, and one we plan to focus on. We currently have many supports in place and are carrying out our planned actions. For this next cycle we will work to strengthen our efforts and implement new actions to ensure we are moving towards our goals

# Reflections: Technical Assistance

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

Not Applicable

# Comprehensive Support and Improvement

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

### *Schools Identified*

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

Not Applicable

### *Support for Identified Schools*

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

Not Applicable

### *Monitoring and Evaluating Effectiveness*

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

Not Applicable

# Engaging Educational Partners

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

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

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

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

| Educational Partner(s) | Process for Engagement |
|---|---|
| Teachers (inclusive of bargaining unit) | Reviewed data to see the progress of our goals and actions. Teachers had time to analyze our actions to decide what actions were effective, and ideas for new actions to help reach our goals, which were used as potential updates to the LCAP. [8/28, 10/16, 3/12, 3/16]<br>Surveyed staff to request input on safety and procedures, support, communication, professional development, curriculum, interventions, and any other concerns they may have, which were used as potential updates to the LCAP. [February] |
| Other School Personnel (inclusive of bargaining unit) | Surveyed staff to request input on safety and procedures, support, communication, professional development, curriculum, interventions, and any other concerns they may have, which were used as potential updates to the LCAP. [February] |
| Students | Student Groups, 3rd grade - 5th grade and 6th grade - 8th grade groups made up of students of all demographics including: Low Income, English Learners, Students with Individualized Educational plans, Homeless, as well all ethnic groups. These students were interviewed as representatives of their classes to identify needs and concerns of the students, which would guide the updated LCAP. [9/3, 10/1, 11/12, 1/14, 3/4, 4/27]<br>Student survey to request input on safety, student supports, social emotional, interventions, learning opportunities, and any other concerns they have, which were used as potential updates to the LCAP. [February] |

| Educational Partner(s) | Process for Engagement |
|---|---|
| Administrators | Conducted LCAP meetings with administrators to collaboratively monitor and support LCAP implementation, review data, and identify potential adjustments to actions being provided. [monthly] |
| Parent Groups | Presented the 2025-2026 LCAP goals and actions to the following groups to receive feedback and have an ongoing conversation on improvements and student needs:<br>School Site Council/DELAC/PAC, which includes two student members: 8/20, 10/15, 12/17, 2/18, 4/9<br>Parent Teacher Organization: 8/19, 9/2, 10/7, 11/4, 12/2, 1/13, 3/3, 4/7<br>Parent Question and Answer Sessions with the Superintendent: 7/22, 10/3, 4/10<br>Parent Resource Meeting: 11/4 |
| SELPA | Met quarterly with the SELPA administrator and the district Special Education team to determine that specific actions for students with disabilities (SWDs) are included in the LCAP. This included, but was not limited to:<br>Reviewing data for SWDs to identify areas of challenge, root causes, and specific needs;<br>Identifying specific actions in the LCAP to address student needs; and<br>Identifying professional development opportunities needed to support the<br>capacity of teachers and administrators serving SWD. |
| Community Partners | Posted the LCAP for public comment prior to public hearing [May 2026]<br>Held a public hearing to solicit the recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the LCAP [June 2026]<br>Adopted the LCAP and Budget at the board meeting and reported local indicator data as a non-consent item [June 2026]<br>Posted the adopted LCAP prominently on our district web page [Aug 2026] |

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

We recognize the critical role of educational partners in identifying local needs, proposing actions to address them, and enhancing student outcomes. Therefore, we are committed to involving all educational partners in the development and annual update of the LCAP. Our

Superintendent encourages our district to foster a culture of continuous improvement, meaningful engagement, and collaborative decision-making with our educational partners to support student success. This effort includes providing information in various formats and languages.

As a part of the LCAP development process, a complete draft of the LCAP was presented to the Parent Advisory Committee (PAC) which includes our English Learner Advisory Committee (DELAC) for review, input, and comment. Members of both committees were provided opportunities to review the proposed goals, actions, services, and expenditures and to provide recommendations regarding district priorities and student needs. Feedback from these advisory committees, along with input gathered from union members, teachers, staff, students, administrators, parents, SELPA representatives, and community partners, was considered in the development and refinement of the final LCAP prior to Board adoption.

Through this engagement process, the district identified key areas of focus, including continued growth for all students in English Language Arts and Mathematics; improved outcomes for English Learners, who continue to be identified in the Orange performance level in both ELA and Mathematics; continued progress toward English language proficiency; and maintaining a safe, supportive, and positive school environment where students can thrive academically, socially, and emotionally.
In response to the needs identified by educational partners, the district refined existing actions and added enhancements to support student achievement, English Learner success, student well-being, school connectedness, and family engagement. The actions described below reflect the feedback received through surveys, meetings, committee consultations, public input opportunities.

In response to the needs that educational partners identified related to student achievement in ELA and Math, Sundale will continue in 2026-2027 to implement a broad goal that includes actions to:
Continue to provide more professional development and time to plan with grade level partners throughout the implementation. To stregthen this action we will be adding 3 to 4, grade level PD days during the school year. (Action 1)
Continue to provide parents with education on academic content especially math, current events, AI, and social media. Also the continued subscription of Social Media which keeps parents informed on social media trends, safety, as well as monthly webinars. We will work to ensure to send out information via Instagram, emails, and all calls to parents when we address these areas at parent meetings, to get more parents to attend.(Action 2)
Continue interventions and support for students through RTI time/classes, reading lab, math and reading academy, tutoring and summer school with the use of ParaProfessionals and certificated staff support (Action 3)
Continue to monitor state assessments and district assessments with our data system, providing more training so that teachers could better monitor the needs and growth of their students. (Action 4)
Provide more time for our core curriculum coordinators to work with staff and teachers to better train and prepare them on teachers areas of need. (Action 5)
To accommodate the vast needs of our teachers, our new teacher support services will be provided by a teacher in their grade range to better facilitate the training needed for their specific grade level. Also to extend this support into their second year to ensure they have continued (Action 6)
Continue with the reading specialist using Project Read that the school had implemented through Reading Lab. (Action 7)
Continue the work that we have done to provide students with a broad course of study, making sure that teachers continue to receive support, training, and planning time to implement. (Action 8)

In response to the needs that educational partners identified with our Superintendent related to our English Learner (EL) Students in ELA (red indicator 2023 -orange indicator 2024 and 2025), Math (red indicator 2023 and 2024 - orange indicator 2025), and their progress towards English Language proficiency, Sundale will continue in 2026-2027 to implement a broad goal that includes actions to:
Ensure that teachers are getting the professional development along with time to plan as needed to teach and implement the ELD standards by providing monthly highlights. (Action 1)
Continue to have our EL ParaProfessional work with our ELL students, including our LTELs (Long Term English Learners), to provide extra support with language. As well as provide language development in summer school for EL students.(Action 2)
Continue to have an EL Coordinator to support teachers and students, working to have a certificated staff memeber. (Action 3)
Continue to have an EL Parent Liaison, certificated teacher, to support parents, educate them on programs their students are using, and identify other needs of the parents. (Action 4)
Provide incentives and recogonition for students working hard and maintaining proficiency levels on the ELPAC or who have been redesignated. (Action 6)

In response to the needs that educational partners identified related to ensuring a safe and positive atmosphere for our students to grow and prosper into well rounded students of character, Sundale will continue in 2026-2027 to implement a focus goal that includes actions to:
Continue the valuable work with our two counselors providing support and services for our students and parents. (Action 1)
Continue to provide English Learners, Low income, Foster and students with exceptional needs with needed supplemental supplies to help them become more successful in school. (Action 2)
Continue offering parent education and information sessions as needed on social and emotional behaviors seen in students. (Action 3)
Continue offering the late bus to those students who may not otherwise be able to participate in extracurricular activities. (Action 4)
Continue contracting with the county for our County Nurse to meet the increasing needs of our students, adding additional days to provide for the rising needs. (Action 5)
Ensure the days of a school psychologist to support our students and families in the area of mental health. (Action 6)
Continue to provide professional development for our teachers and staff in the area of Social-Emotional Learning (SEL) (Action 7)
Continue to monitor and provide incentives for individual students, classes, and grade levels for outstanding attendance rates, as well as for the whole school. Also, using our various communication platforms, provide reminders to parents on the importance of attendance. (Action 8)
Provide more opportunities for student activities that will help students feel connected and have a desire to come to school. (Action 8)

In response to this feedback from our educational partners the Superintendent responded in writing: The district carefully reviewed all comments and recommendations related to student achievement, English Learner supports, school climate, student connectedness, and family engagement. As a result, the LCAP continues and strengthens actions that provide professional development, intervention programs, English Learner services, parent education, counseling and mental health supports, attendance initiatives, and opportunities for student engagement. The district appreciates the input of our educational partners and has incorporated their feedback into the final LCAP to better support the academic, social-emotional, and behavioral success of all students.

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 1 | Every student will show progress towards meeting or surpassing standards in English Language Arts (ELA) and Math, as evidenced by local formative assessments and State Assessments. | Broad Goal |

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal was developed in response to the needs identified through data analysis and input from educational partners. The analysis of the California School Dashboard data indicated a clear need to continue focusing and providing support for English Language Arts and Math for our students. For English Language Arts only 53% of our students met or exceeded the standards on the Smarter Balanced State Assessments maintaining 2.8 points, with our English Learners in orange increasing 18 points, Hispanic in orange maintaining but not growing, and Socioeconomically disadvantaged in orange also maintaining growth. In Math only 49% met or exceeded the standards, which is 13.8 points below the standard for the Smarter Balanced assessments again here our English learners are in the red declining 9 points, Hispanic in orange declining 5 points, and socioeconomically disadvantaged in orange declining 8.1 points. These needs are echoed in local benchmark assessments as described in the Measuring and Reporting Results section below.
During the LCAP development process, educational partners identified need for: Continued and focused professional development and time to plan with grade level partners throughout implementation, continued parent education on academic content so that they can support students at home, Continue the interventions and supports in place for students through RTI time/classes, Reading lab with the reading specialist, math and reading academy, tutoring and summer school, continue and strengthen our implementation of the data system to continually monitor student progress and adjust as the year progresses, provide more time for our core curriculum coordinators to work with staff and teachers to better train and prepare them, and accommodate the needs of our new teachers by providing them with a support/mentor teacher in their grade span, for at least two years. These will strengthen our actions and provide more focus in attaining our goals. After the development process with our educational partners it was determined this goal, for all students to make progress towards meeting and surpassing standards in English Language Arts and Math, is a continuing need.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 1.1 | ELA and Math<br>Data Source: CAASPP | Data Year 2022-2023<br>Data Percentage Met or Exceeded<br><br>ELA<br>All Students 51%<br><br>English Learner 5%<br><br>SED 31%<br><br>Hispanic 44%<br><br>White 51%<br><br>Math<br>All Students 48%<br><br>English Learner 3%<br><br>SED 29%<br><br>Hispanic 37%<br><br>White 48% | Data Year 2023-2024<br>Data Percentage Met or Exceeded<br><br>ELA<br>All Students 53%<br><br>English Learner 4%<br><br>SED 34%<br><br>Hispanic 44%<br><br>White 62%<br><br>Math<br>All Students 49%<br><br>English Learner 3%<br><br>SED 28%<br><br>Hispanic 35%<br><br>White 61% | Data Year 2024-2025<br>Data Percentage Met or Exceeded<br><br>ELA<br>All Students 56%<br><br>English Learner 16%<br><br>SED 40%<br><br>Hispanic 42%<br><br>White 68%<br><br>Math<br>All Students 47%<br><br>English Learner 4%<br><br>SED 30%<br><br>Hispanic 34%<br><br>White 60% | Data Percentage Met or Exceeded<br>ELA<br>All Students 55%<br><br>English Learner 25%<br><br>SED 55%<br><br>Hispanic 55%<br><br>White 55%<br><br>Math<br>All Students 55%<br><br>English Learner 25%<br><br>SED 55%<br><br>Hispanic 55%<br><br>White 55% | ELA<br>All Students growth of 5%<br><br>English Learner growth of 11%<br><br>SED growth of 9%<br><br>Hispanic decline of 2%<br><br>White growth of 17%<br><br>Math<br>All Students decline of 1%<br><br>English Learner growth of 1%<br><br>SED growth of 1%<br><br>Hispanic declined 3%<br><br>White growth of 12% |
| 1.2 | ELA and Math<br>Data Source: District Benchmark Assessment, STAR Renaissance | Data Year 2023-2024<br>Trimester 2<br>Data Percentage Met or Exceeded<br>ELA<br>All Students 51.39%<br><br>English Learner 0.4% | Data Year 2024-2025 Trimester 2<br>Data Percentage Met or Exceeded<br>ELA<br>All Students 57% | Data Year 2024-2025<br>Data Percentage Met or Exceeded<br>ELA<br>All Students 53.9% | Data Percentage Met or Exceeded<br>ELA<br>All Students 55%<br><br>English Learner 25% | Data Percentage Met or Exceeded<br>ELA<br>All Students growth of 2.51%<br><br>English Learner growth of 2.6% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | SED 13%<br><br>Hispanic 16%<br><br>White 26%<br><br>Math<br>All Students 61.71%<br><br>English Learner 1.8%<br><br>SED 19%<br><br>Hispanic 22%<br><br>White 34.9% | English Learner 14%<br><br>SED 42%<br><br>Hispanic 45%<br><br>White 69%<br><br>Math<br>All Students 58%<br><br>English Learner 7.5%<br><br>SED 42%<br><br>Hispanic 42%<br><br>White 51% | English Learner 3%<br><br>SED 36%<br><br>Hispanic 42%<br><br>White 64%<br><br>Math<br>All Students 44.9%<br><br>English Learner 0%<br><br>SED 29%<br><br>Hispanic 37%<br><br>White 52% | SED 35%<br><br>Hispanic 35%<br><br>White 40%<br><br>Math<br>All Students 55%<br><br>English Learner 25%<br><br>SED 35%<br><br>Hispanic 35%<br><br>White 45% | SED growth of 23%<br><br>Hispanic growth of 26%<br><br>White growth of 38%<br><br>Math<br>All Students declined 16.81%<br><br>English Learner decline of 1.8%<br><br>SED growth of 10%<br><br>Hispanic growth of 15%<br><br>White growth of 17.1% |
| 1.3 | Parent Educational Opportunities and Resources (including parents of exceptional needs and unduplicated pupils)<br>Data Source: Local Indicator Reflection Tool | Data Year 2023-2024<br>Local Indicator Reflection Tool<br>Sundale has provided the resources for parent education:<br><br>82% Agree<br><br>11% Somewhat Agree | Data Year 2024-2025<br>Local Indicator Reflection Tool<br>Sundale has provided the resources for parent education:<br><br>83% Agree | Data Year 2025-2026<br>Local Indicator Reflection Tool<br>Sundale has provided the resources for parent education:<br><br>79.6% Agree | Local Indicator Reflection Tool<br>Sundale has provided the resources for parent education:<br>85% Agree<br><br>Sundale has open and frequent communication | Local Indicator Reflection Tool<br>Sundale has provided the resources for parent education:<br><br>decline of 2.4% Agree |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | Sundale has open and frequent communication with parents:<br><br>86% Agree<br><br>11% Somewhat Agree<br><br>As a parent/guardian, I believe I have a role in assisting the school with my child's learning and behavior:<br><br>96% Agree<br><br>4% Somewhat Agree | 8% Somewhat Agree<br><br>Sundale has open and frequent communication with parents:<br><br>89% Agree<br><br>10% Somewhat Agree<br><br>As a parent/guardian, I believe I have a role in assisting the school with my child's learning and behavior:<br><br>94% Agree<br><br>5% Somewhat Agree | 11.44% Somewhat Agree<br><br>Sundale has open and frequent communication with parents:<br><br>82.59% Agree<br><br>12.44% Somewhat Agree<br><br>As a parent/guardian, I believe I have a role in assisting the school with my child's learning and behavior:<br><br>95.02% Agree<br><br>3.48% Somewhat Agree | with parents: 90% Agree<br><br>As a parent/guardian, I believe I have a role in assisting the school with my child's learning and behavior: 98% Agree | growth of 0.44% for Somewhat Agree<br><br>Sundale has open and frequent communication with parents:<br><br>decline of 3.41% Agree<br><br>growth of 1.44% difference for Somewhat Agree<br><br>As a parent/guardian, I believe I have a role in assisting the school with my child's learning and behavior:<br><br>decline of 0.98% Agree<br><br>decline of 0.52% Somewhat Agree |
| 1.4 | Response to Intervention (RTI) meetings:<br>Data Source: Local Documentation | Grade Span Team meetings and individual teacher meetings in collaboration with the Administration team to discuss students who are in Tier 2 with interventions provided. | Grade Span Team meetings and individual teacher meetings in collaboration with the Administration team to discuss students who are | Grade Span Team meetings and individual teacher meetings in collaboration with the Administration team to discuss students who are | Minimum of 3 RTI meetings held each year | Maintained 3 meetings this year. |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | Data Year 2023-2024<br><br>3 meetings held | in Tier 2 with interventions provided.<br><br>Data Year 2024-2024<br><br>3 meetings held | in Tier 2 with interventions provided.<br><br>Data Year 2025-2026<br><br>3 meetings held | | |
| 1.5 | Student Study Team (SST) Meetings:<br>Data Source: Local Documentation | Collaboration for Improved Student Academic Services with Administration team and teachers. (SST Meetings)<br><br>Data Year 2023-2024<br><br>3 meetings held | Collaboration for Improved Student Academic Services with Administration team and teachers. (SST Meetings)<br><br>Data Year 2024-2025<br><br>3 meetings held | Collaboration for Improved Student Academic Services with Administration team and teachers. (SST Meetings)<br><br>Data Year 2025-2026<br><br>3 meetings held | Teachers and administration team meet a minimum of twice per year | Maintained 3 meetings this year. |
| 1.6 | Fully Credentialed Teachers<br>Data Source: CALPADS Fall 2 submission | Data Year 2022-2023<br><br>100% of teachers fully credentialed | Data Year 2024-2025<br><br>100% of teachers fully credentialed | Data Year 2025-2026<br><br>100% of teachers fully credentialed | 100% of teachers fully credentials | Maintained 100% of teachers credentialed |
| 1.7 | Access to Standards-Aligned Instructional Materials<br>Data Source: Williams Report | Data Year 2022-2023<br><br>Per Yearly Williams Report, 100% of students have access to standards-aligned instructional materials. | Data Year 2023-2024<br><br>Per Yearly Williams Report, 100% of students have access to standards-alligned instructional materials. | Data Year 2024-2025<br><br>Per Yearly Williams Report, 100% of students have access to standards-alligned instructional materials. | 100% reported on Williams report | Maintained 100% reported on Williams report |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 1.8 | Pupil Suspensions<br>Data Source: CALPADS Fall 2 submission | Data Year 2022-2023:<br><br>0.4% | Data Year 2023-2024:<br><br>1.6% | Data Year 2024-2025:<br><br>0.6% | School Suspensions: below 2% | An increase of .2%, but met goal to keep percentage under 2%. |
| 1.9 | Implementation of State Standards<br>Data Source: Local Indicator Self-Reflection Tool | Data Year 2022-2023:<br><br>100% | Data Year 2023-2024:<br><br>100% | Data Year 2024-2025:<br><br>100% | 100% implementation of State Standards | Maintained 100% of implementation of State Standards |
| 1.10 | English Learners access to State Standards and ELD Standards<br>Data Source: Local Indicator Self -eflection Tool, Priority 2 | Data Year 2022-2023:<br><br>100% | Data Year 2023-2024:<br><br>100% | Data Year 2024-2025:<br><br>100% | 100% of English Learners access to State Standards and ELD Standards | Maintained 100% English Learners access to State Standards and ELD standards |
| 1.11 | Percentage of Students with access and enrollment in a broad course of study includes programs and services developed and provided to individuals with exceptional needs and unduplicated pupils.<br>Data Source: Local Data | Data Year 2022-2023:<br><br>100% | Data Year 2023-2024:<br><br>100% | Data Year 2024-2025:<br><br>100% | 100%  of student with access and enrollment in a braod course of study. | Maintained 100% of Students with access and enrollment in a broad course of study includes programs and services developed and provided to individuals with exceptional needs and unduplicated pupils. |
| 1.12 | Degree to which students have standards-aligned instructional materials. | Data Year 2022-2023:<br><br>100% | Data Year 2023-2024:<br><br>100% | Data Year 2024-2025:<br><br>100% | 100% of students having standard-aligned instructional materials. | Maintained 100% Degree to which students have standards-aligned instructional materials. |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | Data Source: Local Indicator Self-Reflection Tool, Priority 1 | | | | | |
| 1.13 | Percentage of New Teachers Feeling Supported<br>Data Source: New Teacher Survey | Data Year 2023-2024:<br><br>89% of new teachers feel supported | Data Year 2024-2025:<br><br>100% of new teachers feel supported | Data Year 2024-2025:<br><br>100% of new teachers feel supported | 95% of New Teachers feeling Supported | New teachers feeling supported increased by 11% |
| 1.14 | Teachers Appropriately Assigned<br>Data Source: Cal Pads Fall 2 submission | Data Year 2022-2023:<br><br>100% of teachers appropriately assigned | Data Year 2023-2024:<br><br>100% of teachers appropriately assigned | Data Year 2024-2025:<br><br>100% of teachers appropriately assigned | 100% of teachers appropriately assigned | Maintained 100% of teachers appropriately assigned |

# 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.

Implementation of Goal 1 and its associated actions generally proceeded as planned, with notable successes in ELA proficiency and teacher support. However, analysis of performance data, particularly in Math for certain student subgroups (as detailed in Metric 1.1 and 1.2), revealed areas of slight decline and mixed growth, indicating ongoing challenges that require continued focus and adjustment, particularly in math curriculum and instructional consistency.

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

There was some material differences between budgeted expenditures and our estimated actual expenditures, all actions were fully implemented and funded, for the following actions:

1.4 Actual expenditures exceeded the amount of planned expenditures to increased costs for our data system.

1.5 Actual expenditures exceeded the amount of planned expenditures due to adjustments in funding sources used to support curriculum coordinator positions.

1.8 Actual expenditures exceeded the amount of planned expenditures primarily due to the increase in negotiated salary schedules for all staff. Concurrently, to accommodate this increase and optimize resource allocation across the district's broader academic goals, a portion of the planned LCFF funds for this action was strategically reallocated to other areas where there was a greater need or impact was identified.

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

The goal to ensure that “Every student will show progress towards meeting or surpassing standards in English Language Arts (ELA) and Math, as evidenced by local formative assessments and State Assessments,” has proven to be effective overall based on the data and outcomes reported.
Evidence of Effectiveness

Action 1.1: Effective - This action is effective in supporting teachers with standards-based instruction and strengthening instructional practices to improve student learning outcomes. Through ongoing curriculum support and instructional alignment, teachers are better equipped to provide effective instruction aligned to state standards. Based on Metric 1.1, State assessments, the district demonstrated growth in English Language Arts overall. While overall math performance declined, English Learner (EL) and Socioeconomically Disadvantaged (SED) student groups demonstrated growth in mathematics, indicating that targeted instructional supports are positively impacting unduplicated student groups. District assessment data in Metric 1.2 also supports the effectiveness of this action. Students showed continued growth in ELA performance across district assessments. Although math scores declined overall, the EL subgroup experienced only a slight decline, while SED students demonstrated a 10% increase in math performance. These results indicate that the instructional supports and curriculum alignment implemented through this action are contributing to improved outcomes for targeted student groups, particularly unduplicated pupils.

Action 1.2: Effective- This action is effective in providing parents education and keeping them informed to better support their students. The evidence of this action is seen in our parent survey, metric 1.3, showing that 91% of parents know that we are here to help educate and and 98.5% of them feel they have a role in their child's education.

Action 1.3 Effective- This action is highly effective in providing interventions and support to meet students' individual needs. This can be seen in the growth of our students in District and State assessments in metrics 1.1 and 1.2. Additionally, Metrics 1.4 and 1.5 further support the effectiveness of this action through the implementation of RTI (Response to Intervention) and SST (Student Study Team) processes. These collaborative meetings allow staff to identify student needs, develop and implement appropriate interventions, monitor student progress, and make adjustments to supports as needed to ensure students receive timely and effective assistance.

Action 1.4 Effective- This action is effective at providing our teachers, administration, parent groups and board members with data that can be analyzed to better understand the needs of our students and make changes to instruction as needed. It also provides a coordinator to help coordinate state testing and be there to support teachers in that process. Metric 1.1 shows growth for ELA with a slight decline in Math overall and metric 1.2 shows growth overall for ELA and decline in Math overall and a mixture of gowth and decline when looking at our subgroups, with some subgroups and areas still making growth which supports that this action is effective in guiding instruction.

Action 1.5 Effective- This action is effective in providing our teachers with coordinators for ELA, Math and Science who are there to support them in the development of curriculum and programs. Metric 1.1 shows growth for ELA with a slight delcine in Math overall and metric 1.2

shows growth overall for ELA and a decline in Math when looking at our subgroups we have a mixture of growth and decline. This year our STAR testing system was changed from 3rd - 8th to 4th -8th, we also had teachers piloting different math curriculums, which could account for this fluctuation. Even with the fluctuation it is evident that this action is effective in providing our teachers with coordinators who support their needs in the development of curriculum and programs.

Action 1.6 Effective- This action is effective in providing support for our new teachers. With 100% of our teachers feeling supported in metric 1.13.

Action 1.7 Effective- This action is highly effective in providing specialized support for students in reading. Educational Partner feedback continually praises the growth of students in this program and the need to continue this action. In Metric 1.2 we have made an overall growth in ELA of 2.51% which shows that this action is effective in providing support for our students in reading.

Action 1.8 Effective- This action is highly effective in providing a wide range of technology and other resources for our students, which is evidence of 100% of our students with access and enrollment in a broad course of study, metric 1.11.
Conclusion
This goal remains effective because the actions are showing either sustained or improved outcomes, and even in areas with minor declines, there are strengths within subgroups that point to positive progress. The alignment between actions and outcomes demonstrates strategic planning and implementation.

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.

Although we feel that all of our actions are effective, we do need to ensure that we look at the areas of decline in our Metrics. So, based on our analysis of the current outcomes and reflections on prior implementation, we are making the following adjustments to improve the effectiveness of Goal 1: "Every student will show progress towards meeting or surpassing standards in English Language Arts (ELA) and Math."

Strengthening Math Curriculum Support and Resources Action 1.1
For Math most of our sub-groups made growth, from 1% to 17% which shows that our actions are effective, but we did see a 16.81% decline overall (metric 1.2) in Math performance on district assessments. To address this, we have adopted a new math curriculum, TK - 8th grade, that our teachers will be trained on in the summer so that we will have a consistant math program throughout the grade levels.

Sundale recieved $38,169 in LREBG funds for the 2025-26 school year and used those funds for Actions 1.3 in the amount of $23,823 and 1.7 in the amount of $14,346. Based on educational input and board approval these funds in previous years were used to support these goals. The board decied and approved the continued use of the LREBG funds to continue supporting these goals. There was no significant changes.

**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** | Supplemental curriculum Support and Resources | Supplemental curriculum Support and Resources- We will continue full implementation using grade-level scope and sequence of Math, ELA, and Science Standards taught by certificated teachers along with professional development on campus and through the Tulare County Office of Education while providing time for teachers to collaborate and plan.<br><br>Also funded by other state funds: $4,238,622 | $4,266,243.00 | Yes |
| **1.2** | Parent Education | Parents will be educated on teaching strategies and other interested topics that will benefit their children at home and provide support to the parents. | $5,500.00 | Yes |
| **1.3** | Student Interventions | Provide intervention support and teaching through RTI time/classes, reading lab, math and reading academy, tutoring, intercession opportunities, and summer school session if applicable (with Para Professionals and Certificated Staff support.<br><br>Also Funded by: EPA $28,032, Title I $124,582, SPED $126,995, General $375,857, Early Intervention $38,462 | $968,770.00 | Yes |
| **1.4** | District and State Testing Assessment Coordinator/Director and Data System | The Assessment Director Staff member monitors student assessment data and ensures district is meeting academic goals through the data system. The State Testing Coordinator organizes, schedules and monitors state testing. | $19,926.00 | Yes |
| **1.5** | Core Curriculum Coordinators | The three coordinators (ELA, Math, and Science) will support teachers to develop curriculum and programs to provide both intervention and extension opportunities for our students. In addition to two teachers assigned as Science Lab Coordinators to ensure supplies and Labs are maintained. ELA and Math are integrated into the teaching of Science and Social Studies.<br><br>Also Funded by: Title I $3,672 | $7,344.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | | | |
| **1.6** | New Teachers Educated and Supported by Sundale Staff | Teachers will be supported through New Teacher & Leadership Development (NTLD) and new teacher support services ,specific to their grade level span, on campus by a certificated teacher and the County Office of Education.<br><br>Also funded by: Title II $3,762.00 | $4,988.00 | Yes |
| **1.7** | Reading Specialist | Reading specialist to focus on the needs of our student population in the area of reading during the school day as well as after school support.<br><br>Also funded by: EPA $65,796 | $131,592.00 | Yes |
| **1.8** | Broad Course of Study including programs and services developed and provided to individuals with exceptional needs. | Students will use technology and other resources to access a broad course of study. such as all those addressed in the LCAP and also including: Visual and Performing Arts, Career Technical Classess, Foreign Language, Ag Science, eduational based enrichment activities, and Multi-Media Arts. Technology will be supported by the technology coordinator and technology staff as well as Professional Development provided to staff and support for parents.<br><br>Also Funded by: General $120,754, EPA $408,954.50, SPED $9,675, Prop 28 $129,953 | $714,971.50 | Yes |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 2 | In this 3-year focus goal from 2024-2025 through 2026-2027, English Learners will demonstrate growth on the State Language Assessment (ELPAC) as well as more students scoring at or above the grade level standard on State and Local Assessments in ELA and Math. | Focus Goal |

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

An analysis of student performance on the State Assessment (ELPAC) from 2024 shows that 37.7% of students are making progress towards language proficiency and current local benchmark assessment show that 14% of students scored at or above grade level standard in ELA and in Math, 7.5% scored at or above grade level standard.
Of particular concern is the performance in ELA for our English Learners. Input received from Educational Partners through the LCAP development process indicates a desire to see our student's performance increase to improve both student's ELA and Math scores as well as continue to increase the Language Proficiency Level of our English Learners. Our Educational Partners, including ELAC and English Language Learner parents, all felt that the actions currently taking place needed to continue to support this group of students.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 2.1 | Class Schedules reflecting ELD Designated Time for students.<br>Data Source: Teacher Schedules reviewed yearly | Data Year 2023-2024:<br><br>100% of teachers schedules with ELD designated time for students. | Data Year 2024-2025:<br><br>100% of teachers schedules with ELD designated time for students. | Data Year 2025-2026:<br><br>100% of teachers schedules with ELD designated time for students. | 100% of teachers schedules with ELD designated time for students. | Maintained 100% of teachers schedules with ELD designated time for students. |
| 2.2 | English Language Development State | Data Year 2023-2024: | Data Year 2024-2025: | Data Year 2025-2026: | 100% of teachers teach the ELD | Maintained 100% of teachers teach |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | Adopted Standards taught to English Language Learners.<br>Data Source: Local Indicator Self Reflection Tool, Priority 2 | 100% of teachers teach the ELD standard to their English Language Learner. | 100% of teachers teach the ELD standard to their English Language Learner. | 100% of teachers teach the ELD standards to their English Language Learners. | standard to their English Languge Learner. | the ELD standard to their English Language Learner. |
| 2.3 | Reclassification Rate<br>Data Source: CALPADS data | Data Year 2023-2024:<br><br>5.8% of EL Students Reclassified | Data Year 2024-2025:<br><br>14% of EL Students Reclassified | Data Year 2025-2026:<br><br>4.11% of EL students Reclassified | 5% - 10% of EL Students Reclassified | Decline of 1.69% in Reclassification rate |
| 2.4 | Percentage of English Language Students Meeting or Exceeding Standard: ELA and Math<br>Data Source: District Benchmark Assessment, STAR Renaissance | Data Year 2023-2024 Trimester 2<br>Data Percentage Met or Exceeded<br><br>ELA: 0.4%<br><br>Math: 1.8% | Data Year 2024-2025 Trimester 2<br>Data Percentage Met or Exceeded<br><br>ELA: 14%<br><br>Math: 7.5% | Data Year 2025-2026 T2<br>Data Percentage Met or Exceeded<br><br>ELA: 3%<br><br>Math: 0% | Percentage Met or Exceeded<br>ELA: 25%<br>Math: 25% | Data Percentage Met or Exceeded<br><br>ELA: growth of 2.6%<br><br>Math: decline of 1.8% |
| 2.5 | English Learner Student reaching English Proficiency Levels<br>Data Source: State Assessment ELPAC | Data Year 2022-2023:<br><br>49.3% English Learners Making Progress Towards English Language Proficiency. | Data Year 2023-2024:<br><br>37.7% English Learners Making Progress Towards English Language Proficiency. | Data Year 2024-2025:<br><br>49.3% English Learners Making Progress Towards English Language Proficiency. | 55% English Learners Making Progress Towards English Language Proficiency. | Maintained baseline for English Learners Making Progress Towards English Language Proficiency |
| 2.6 | English Learner Students Meeting or Exceeding Standard: ELA and Math<br>Data Source: CAASPP | Data Year 2022-2023:<br><br>ELA: 5.26%<br><br>Math: 3.44% | Data Year 2023-2024:<br><br>ELA: 3.64%<br><br>Math: 3.45% | Data Year 2024-2025:<br><br>ELA: 16%<br><br>Math: 4% | ELA: 25%<br><br>Math: 25% | growth of 10.74% in ELA<br><br>growth of 0.56% in Math |

# 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.

There was minimal variance in implementation of this goal and its actions. We had well-planned actions, implementation encountered no notable challenges, requiring only minor adjustments to align with the year's dynamics.

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

There was some material differences between budgeted expenditures and our estimated actual expenditures, all actions were fully implemented and funded,  for the following actions:
2.1 Actual expenditures exceeded the amount of planned expenditures due to adding an additional professional development day for ELD training.

2.2 Actual expenditures exceeded the amount of planned expenditures due to teachers tutoring English Learners.

2.4 Actual expenditures exceeded the amount of planned expenditures due to more time the EL Parent Liaison worked.

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

The goal to ensure that, over a three-year period (2024–2027), English Learners (ELs) demonstrate growth on the State Language Assessment (ELPAC) and improve performance on state and local assessments in ELA and Math remains a partially effective goal based on the results of Year 1. While there are areas requiring further attention, progress in key actions reflects meaningful improvement and alignment with long-term targets.

Evidence of Effectiveness
Actions 2.1 and 2.2, ELD is effective in providing consistent instructional and programmatic support for English Learners. Metric 2.4 shows growth in ELA and a slight decline in Math District assessments, metric 2.5 shows a growth of 11.6% from last year, which maintained our baseline for English Learner Students reaching proficiency levels,  and metric 2.6 was growth in ELA and Math. All these together show that these actions are effective.

Action 2.3 is effective, metric 2.4 shows growth in ELA and a slight decline in Math District assessments, metric 2.5 shows a growth of 11.6% English Learner Students reaching proficiency levels. This growth reflects the effectiveness of current instructional practices, targeted supports, and progress monitoring strategies that are enabling more students to reach English proficiency and transition successfully out of EL status.

Action 2.4 is effective in providing for parents the support, resources, and education on programs their students use so that they can provide support for their students at home. Metric 2.4 shows growth in ELA and a slight decline Math District assessments, metric 2.5 shows a

growth of 11.6% from last year, which maintained our baesline for English Learner Students reaching proficiency levels, which shows there is growth for our students.

Action 2.5 is effective in providing for our students incentives to encourage them and recognition of their hard work. Metric 2.5 shows growth of 11.6% from last year, which maintained our baseline for English Learner Students reaching proficiency levels, so growth in proficiency levels is happening.

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.

Although we feel that all of our actions are effective, we do need to ensure that we look at the areas of decline in our Metrics. So, based on our analysis of the current outcomes and reflections on prior implementation, we are making the following adjustments to how our actions are carried out to improve the effectiveness of Goal 2: to improve English Learner (EL) outcomes in both language proficiency and academic achievement, several targeted changes will be implemented to strengthen effectiveness and address identified declines in our metrics:

Strengthening Language Development Supports Action 2.1
We are pleased with a growth 11.6% in English Language Proficiency levels which maintained our baseline, Metric 2.5, we will continue to increase the frequency and intensity of designated ELD instruction.
Professional development will be expanded, we have added 2 new EL corrdinators who will work to support our teachers in providing tools, resources, and strategies to use with our curriculum.
Also, Given the mixed results in District academic assessments (small decline in Math and ELA growth–metric 2.4), we will disaggregate data more frequently by EL proficiency level allowing us to better monitor incremental progress and not just end-of-year outcomes.
For Metric 2.3 the Reclassification Rate we had a decline of 1.69% from our baseline, as the results are released (we were only able to see overall scores at this time) we will be looking at the progress they made from last year as well as the areas that need to be better supported. Our two new coordinators will work to ensure that our students get the support needed in those areas.

**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** | ELD instruction, assessment, support and resources | Continue to implement the ELD standards and State Testing (ELPAC). Provide supplemental instructional materials and supplies to teachers as well as Professional Development directly related to teaching ELD lessons and addressing the needs of our English Learners. (This Action addresses the red Dashboard indicators for Enlgish Learners in the area of Math and ELA) | $1,000.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | | | |
| **2.2** | Staffing to work with English Learners | Allocate dedicated staff time, including EL para-professionals, to enhance support for our English Learner (EL) students, with specialized services for Long Term English Learners (LTELs) and their parents. Additionally, provide summer school pullout sessions and intervention programs specifically tailored to meet the diverse needs of all EL students. (This Action addresses the red Dashboard indicators for Enlgish Learners in the area of Math and ELA)<br><br>Also funded by: Title III $9,541 | $68,720.00 | Yes |
| **2.3** | EL Coordinator | Maintain EL coordinator to support teachers to develop lessons, evaluate needs of students based on data and support/training through State testing. (This Action addresses the red Dashboard indicators for Enlgish Learners in the area of Math and ELA) | $2,448.00 | Yes |
| **2.4** | EL Parent Liaison | Maintain certificated teacher assigned as EL Parent Liaison to support parents and educate them on the programs their students are using in school as well as other identified needs of the parents. (This Action addresses the red Dashboard indicators for Enlgish Learners in the area of Math and ELA) | $918.00 | Yes |
| **2.5** | Student Incentives | Provide incentives for students who maintain high Proficiency levels on the ELPAC and for students who are reclassified. The EL coordinator and parent liaison will organize and implement these incentives. | $1,000.00 | Yes |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 3 | Increase the percentage of students who feel that school is a safe and supportive environment with strong adult relationships and a sense of belonging, especially for students who are foster youth, experiencing homelessness and/or low income. | Broad Goal |

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

With the rise of safety concerns and social-emotional student issues our Educational Partners want to continue their goal to see our students in a safe and secure environment on campus and to ensure students have a positive self concept and a stable social-emotional well-being. 100% of students indicated feeling safe at school. Sundale would like to see that percentage maintained with our students. Educational Partners have reviewed data and have seen the rise in chronic absenteeism since COVID closures. Although we have made growth after COVID in this area, for the 2023-2024 school year we saw an increase. We are continually working to improve in this area by working with families and students to ensure that they are present at school each day. So with this goal partners feel that if students are feeling safe and have developed relationships, we would also see our chronic absenteeism percentage decrease.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 3.1 | Expulsion Rate<br>Data Source: School SIS System Aeries | Data Year 2022-2023:<br>0% | Data Year 2024-2025:<br>0% | Data Year 2025-2026:<br>0% | 0% | maintained 0% |
| 3.2 | Middle School Dropout Rate<br>Data Source: School SIS System Aeries | Data Year 2023-2024:<br>0% | Data Year 2024-2025:<br>0% | Data Year 2025-2026:<br>0% | 0% | maintained 0% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 3.3 | School Safety and Connectedness<br>Data Source: Sundale's Student Survey | Data Year 2023-2024:<br><br>All Students:<br>90% of students who feel safe<br><br>86% of students feel connected<br><br>EL students:<br>86% feel safe<br><br>82% feel connected<br><br>SED students:<br>91% feel safe<br><br>83% feel connected<br><br>Homeless/Foster students:<br>100% feel safe<br><br>88% feel connected | Data Year 2024-2025:<br><br>All Students:<br>100% of students who feel safe<br><br>90% of students feel connected<br><br>EL students:<br>100% feel safe<br><br>93% feel connected<br><br>SED students:<br>100% feel safe<br><br>86% feel connected<br><br>Homeless/Foster students:<br>100% feel safe<br><br>92% feel connected | Data Year 2025-2026:<br><br>All Students:<br>100% of students who feel safe<br><br>75% of students feel connected<br><br>EL students:<br>100% feel safe<br><br>75% feel connected<br><br>SED students:<br>100% feel safe<br><br>75% feel connected<br><br>Homeless/Foster students:<br>100% feel safe<br><br>75% feel connected | Minimum of 90% of students who feel safe<br>Minimum of 90% of students feel connected | All Students:<br>increased 10% of students who feel safe<br><br>11% decline of students feeling connected<br><br>EL students:<br>increase of 14% that feel safe<br><br>declined 7% feel connected<br><br>SED students:<br>increase of 9% that feel safe<br><br>decline of 8% feel connected<br><br>Homeless/Foster students:<br>maintained 100% feel safe<br><br>decline of 13% feel connected |
| 3.4 | Number of Complaints from Parents or Staff<br>Data Source: Williams Report | Data Year 2022-2023:<br><br>0 complaints by Parents or Staff | Data Year 2023-2024:<br><br>0 complaints by Parents or Staff | Data Year 2024-2025:<br><br>0 complaints by Parents or Staff | 0 complaints on the Williams Report | maintained 0 complaints on the Williams Report |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 3.5 | School Facilities Status<br>Data Source: School Facilities Report | Data Year 2022-2023:<br><br>Good Repair | Data Year 2023-2024:<br><br>Good Repair | Data Year 2024-2025:<br><br>Good Repair | Good Repair | Maintained Good Repair |
| 3.6 | Parents sense of Safety and Connectedness<br>Data Source: Parent Surveys | Data Year 2023-2024:<br><br>Parents: 98.4% feel it is a safe environment<br><br>97.7% feel connected to school | Data Year 2024-2025:<br><br>Parents: 98.09% feel it is a safe environment<br><br>97.14% feel connected to school | Data Year 2025-2026:<br><br>Parents: 96.51% feel it is a safe environment<br><br>95.03% feel connected to school | Minimum of:<br>95% Parents feeling safe and connected to school | Declined percentange - 1.89% of Parents feel it is a safe environment<br><br>Declined 2.67% feel connected to school |
| 3.7 | Attendance Rate<br>Data Source: Calpads | Data Year 2022-2023:<br><br>96.25% attendance rate | Data Year 2023-2024:<br><br>95% attendance rate | Data Year 2024-2025:<br><br>96.68% attendance rate | 96% attendance rate | Increased by 0.43% |
| 3.8 | Chronic Absenteeism Rate<br>Data Source: California State Dashboard | Data Year 2022-2023:<br><br>5.6% chronically absent | Data Year 2023-2024:<br><br>6.2% chronically absent | Data Year 2024-2025:<br><br>4.8% chronically absent | Less than 5% chronically absent | Increased by 0.8% |
| 3.9 | Parent Educational Partner Meeting Participation<br>Data Source: Meeting Sign-in Sheets | Data Year 2023-2024:<br><br>25 parents in attendance | Data Year 2024-2025:<br><br>46 parents in attendance | Data Year 2025-2026:<br><br>54 parents in attendance | 30 parents in attendance | Increase in parent invovlment by 29 parents that were in attendance. |
| 3.10 | Parent Survey Participation Rate<br>Data Source: Parent Survey | Data Year 2023-2024:<br><br>32% of parents completed the parent survey | Data Year 2024-2025:<br><br>43% of parents completed the parent survey | Data Year 2025-2026:<br><br>41% of parents completed the parent survey | 45% of parents completing the survey | increase of participation of parent survey by 9% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 3.11 | Staffs sense of School Safety<br>Data Source: Teacher Survey | Data Year 2023-2024:<br><br>Staff: 100% feel health and safety protocols are practiced<br>and discussed | Data Year 2024-2025:<br><br>Staff: 100% feel health and safety protocols are practiced<br>and discussed | Data Year 2025-2026:<br><br>Staff: 100 % feel health and safety protocols are practiced<br>and discussed | 100% of staff feel health and safety protocols<br>are practiced and discussed. | Maintained 100% of staff feel health and safety protocols are practiced and discussed. |

# 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.

There was minimal variance in implementation of this goal and its actions. We had well-planned actions, implementation encountered no notable challenges, requiring only minor adjustments to align with the year's dynamics.

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

There was some material differences between budgeted expenditures and our estimated actual expenditures, all actions were fully implemented and funded, for the following actions:
3.1 Actual expenditures exceeded the amount of planned expenditures due to a portion of the counselor salaries, because of the salary increase and adjustments to the budget, being paid out of EPA and Special Education.

3.2 Actual expenditures exceeded the amount of planned expenditures due to the increased cost of hot spots for students.

3.4 Actual expenditures were lower than the amount of planned expenditures due to condensing the after school late bus routes from two buses to one.

3.9 Actual expenditures were lower than the amount of planned expenditures due to student support groups not having high needs for supplies.

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

The goal to increase the percentage of students who feel that school is a safe and supportive environment with strong adult relationships and a sense of belonging—especially for foster youth, students experiencing homelessness, and low-income students—has proven to be largely effective based on multiple measures of school climate, safety, and engagement.

Evidence of Effectiveness
Action 3.1 is effective in providing our students with support through our counselors. Metric 3.3 shows a 10% increase in students reporting that they feel safe at school, although there was a 11% decrease in feelings of belonging, our school climate is still improving in meaningful ways for students, particularly those in vulnerable populations.

Action 3.2 is effective in providing unduplicated students with supplemental supplies that support access, engagement, and belonging at school. Although the connectedness metric 3.3 showed a decline this year, Sundale recognizes this as an area for further growth and will use this data to strengthen complementary strategies to improve student sense of belonging, while continuing to maintain these foundational supports.

Action 3.3 is effective in providing parent information sessions. Metrics 3.9 and 3.10 show an increase in parent involvement and participation of our survey which correlates with this action.

Action 3.4 is effective in providing all students, including unduplicated pupils, with equitable access to extracurricular activities that promote engagement and connection to school. Although Metric 3.3 shows a decline in students reporting connectedness, this reflects a need to strengthen implementation strategies rather than the effectiveness of the action itself. Sundale will continue to provide broad access while enhancing efforts to increase student participation and sense of belonging.

Action 3.5 and 3.6 are effective in providing service to students with medical needs and supporting our students and families in the area of Mental Health. Evidence of this can be seen in metric 3.3 and 3.6 that parents and students feel safe and connected.

Action 3.7 is effective in providing our staff professional development on SEL strategies, structures for relationship building and safe and supportive environment, which again can be seen in metrics 3.3, 3.6 and 3.11 that students, parents and staff feel safe.

Action 3.8 is effective in the monitoring of student attendance and providing incentives for individual students and grade levels for outstanding attendances per trimester. The evidence of this is seen in metric 3.3 with students feeling connected. Metrics 3.7 and 3.8 do show a decline of 1.75% in the attendance rate and an increase of 0.6% of chronically absent students. While the shifts are modest, they highlight the need for continued outreach and engagement, particularly for students experiencing barriers to consistent attendance. It shows the need for continued action.

Action 3.9 is effective to engage and support our students through engagement groups. Feedback from students shows that these groups are incentives to come to school, and can also be seen in the metric 3.3 with 90% of students feeling connected.

This goal is effective overall, as demonstrated by strong outcomes in safety, staff and family perceptions, discipline data, and increased student and parent engagement. While attendance and chronic absenteeism remain challenges, the growth in students' sense of safety and belonging—particularly for high-need populations—shows the goal is having its intended impact. The data suggests that students and families are feeling more connected and supported, which is foundational for long-term academic and social-emotional 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.

Based on the analysis of progress toward our goal of increasing the percentage of students who feel that school is a safe and supportive environment with strong adult relationships and a sense of belonging—especially among foster youth, students experiencing homelessness, and low-income students—we are making the following changes for the coming year:

Based on the decline of Metric 3.3 school connectedness, Sundale will work to strengthen student connectedness, by implementing strategies that focus on building stronger relationships between students and staff (Mustang Round-Up Activities and Mentoring), expanding meaningful student voice and leadership opportunities (Student Representatives Lunch with the Principal), and increasing equitable access to extracurricular and engagement opportunities.

For Action 3.6 School Psychologist, was originally funded outside of LCFF supplemental and concentration funds and therefore not identified as a contributing action. However, due to the need to partially support this position with LCFF funds, it is now classified as contributing. This action continues to provide essential assessment, counseling, and intervention services that support unduplicated students' academic and social-emotional needs.

These planned refinements are informed by reflections on current performance, with the goal of deepening impact, closing equity gaps, and ensuring every student feels safe, seen, and supported on campus..

**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** | Counseling Support and Resources | Provide counseling services (2 full time counselors) for students as well support for parents and staff utilizing the results from the Social/Emotional Student Survey.<br><br>Also Funded by: EPA $195,041 | $323,753.00 | Yes |
| **3.2** | Enhanced Support and Connection through Supplemental Supplies | Provide English Learners, low-income students, foster youth, and students with exceptional needs with necessary supplemental supplies to enhance their success and help them feel more connected at school. | $4,200.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **3.3** | Parent Education | Provide parent information sessions as needed on social and emotional behaviors seen in students. | $0.00 | No |
| **3.4** | Transportation for Extra-Curricular Activities | A late bus (5:00; Monday-Friday) will be available to students five times a week to allow students to participate in after school sports, enrichment and extra- curricular activities.<br><br>Also Funded by: ELOP $18,000 | $18,000.00 | No |
| **3.5** | County Nurse | County Nurse contracted for an additional 17 days per year to service with medical needs and students with disabilities.<br><br>Also Funded by: SPED $48,000 | $108,000.00 | Yes |
| **3.6** | School Psychologist | School Psychologist  Contracted for additional days to support students and families in the area of Mental Health.<br><br>Also Funded by: General $28,000, SPED $18,000 | $71,000.00 | Yes |
| **3.7** | Professional Development on Social-Emotional Learning (SEL) | Provide Professional Development for all staff on SEL strategies and structures for relationship building and safe and supportive environments in order to reinforce the social and emotional capacities of all adults who work with the students. | $0.00 | No |
| **3.8** | Attendance Incentives and monitoring | Monitor Student attendance and provide incentives for individual students and grade levels for outstanding attendance rates per trimester.<br><br>Also Funded by: General $32,390, Cafeteria $10,801 | $72,979.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
| --- | --- | --- | --- | --- |
| **3.9** | Student Support and Engagement Groups | Our school offers various student groups designed to provide mentorship, a safe and supportive environment, social-emotional learning opportunities, and activities that foster connections. These include Girl's United for empowering girls, Art Club for creative expression, Gents Club for mentoring boys, Friendzies for building friendships, and Student Representatives for developing student voice in the school decision-making processes. Together, these groups help ensure all students feel connected, supported, and empowered within our school community. | $3,615.00 | 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 |
|---|---|
| $$770,786 | $0 |

**Required Percentage to Increase or Improve Services for the LCAP Year**

| Projected Percentage to Increase or Improve Services for the Coming School Year | LCFF Carryover — Percentage | LCFF Carryover — Dollar | Total Percentage to Increase or Improve Services for the Coming School Year |
|---|---|---|---|
| 8.026% | 0.000% | $0.00 | 8.026% |

**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:**<br>Supplemental curriculum Support and Resources<br><br>**Need:**<br>The analysis of the California School Dashboard data by our Educational partners indicated a clear need to continue focusing and providing supports for English Language Arts and Math for our students. For English Language Arts only 50.77% of our students | This effort is geared towards helping all students and supporting teachers with the resources, tools, and training they need to deliver great lessons. As a result, we expect to see students making progress in these areas, which is why this action will be schoolwide. | Metric 1.2<br>Percentage of Students Meeting or Exceeding Standard: ELA and Math<br>Data Source: District Benchmark Assessment, STAR Renaissance<br><br>Metric 1.1: Percentage of Students Meeting or |

| 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 |
|---|---|---|---|
| | met or exceeded the standards on the Smarter Balanced State Assessments which was a decline of 3.4 points, with our English Learners in red declining 23.4 points, Hispanic in orange maintaining but not growing, and Socioeconomically disadvantaged in orange declining 7.9 points. In Math only 47.79% met or exceeded the standards, which is 11 points below the standard for the Smarter Balanced assessments, again here our English learners are in the red declining 9 points, Hispanic in orange maintaining but with no growth, and socioeconomically disadvantaged in orange declining 6.7 points.<br><br>Curriculum development, professional development, and planning time are crucial elements for fostering student growth in ELA and Math. Through curriculum alignment with standards, educators ensure that instructional materials effectively target the skills necessary for success in these subjects. Professional development empowers teachers with strategies for differentiated instruction, enabling them to cater to diverse student needs and provide tailored support for struggling learners while challenging those who excel. Planning time allows educators to analyze student data, integrate technology, and collaborate with peers, fostering a culture of continuous improvement where instructional practices evolve to meet the evolving needs of students.<br><br>By investing in these areas, our school creates environments where all students have the | | Exceeding Standard: ELA and Math<br>Data Source: CASSPP<br><br>Metric 1.4 and 1.5: Progress monitoring of these interventions will be reviewed at RTI meetings and SSTs throughout the year. |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | opportunity to thrive academically. Teachers equipped with well-aligned curriculum, refined instructional strategies, and collaborative planning time can effectively support student growth in ELA and Math. This comprehensive approach ensures that students receive targeted instruction, personalized support, and engaging learning experiences, laying a solid foundation for their academic success and future achievements.<br><br>**Scope:**<br>LEA-wide | | |
| **1.2** | **Action:**<br>Parent Education<br><br>**Need:**<br>Through Educational Partner Input the need for parent education on teaching strategies and other interested topics was identified. Education on teaching strategies is a need because of the change in methods and practice. Another area of interest for Educational Partners was social media. It is a growing concern for Parents and staff in regards to our students and how they use it. Providing education for Parents on social media enables them to be aware of the current issues and keep up with all the changes.<br><br>**Scope:**<br>LEA-wide | This action will be address by providing parents with education on teaching strategies and other topics of interest at parent meetings such as: PTO, School Site Council/DELAC, Dad's Club, EL Parent Meetings, Community Center Events, School events and any other opportunities presented. The school will also provide information on the school website to keep parents informed and links to educational material as well as Smart Social. Smart Social is a program that is designed to educate parents on social media. This program will address the social media needs by giving parents a monthly newsletter, ratings on games and apps, information, and webinars to keep them up-to-date on the latest trends in social media. | Metric 1.3<br>Percent of Parent Educational Opportunities and Resources (including parents of exceptional needs and unduplicated pupils)<br>Data Source: Local Indicator Reflection Tool |

| 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 |
|---|---|---|---|
| **1.3** | **Action:**<br>Student Interventions<br><br>**Need:**<br>The analysis of the California School Dashboard data indicated a clear need to continue focusing and providing supports for English Language Arts and Math for our students. For English Language Arts 49.23% of our students were below the standards on the Smarter Balanced State Assessments and in Math 52.21% were below the standard. Educational partners reviewed the data and could clearly see a need for interventions for students who are not making growth or are below grade level. These interventions need to be delivered in a variety of ways to meet the specific needs of the students.<br><br>**Scope:**<br>LEA-wide | This action will be carried out schoolwide because all student groups are below our target scores. Student interventions will enable the school to provide those under achieving students with focused support in their area of need to help students close the gaps in their learning and make progress. | Metric 1.2: Percentage of Students Meeting or Exceeding Standard: ELA and Math<br>Data Source: District Benchmark Assessment, STAR Renaissance<br><br>Metric 1.1: Percentage of Students Meeting or Exceeding Standard: ELA and Math<br>Data Source: CAASPP<br>Progress monitoring of these interventions will be reviewed at RTI meetings and SSTs throughout the year.<br><br>Metric 1.4: Response to Intervention (RTI) meetings: Grade Span Team meetings and individual teacher meetings in collaboration with the Administration team to discuss students who are in Tier 2 with interventions provided.<br>Data Source: Meetings Held<br><br>Metric 1.5: Collaboration for Improved Student Academic Services with |

| 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 |
|---|---|---|---|
| | | | Administration team and teachers. (SST Meetings)<br>Data Source: Meetings Held |
| **1.4** | **Action:**<br>District and State Testing Assessment Coordinator/Director and Data System<br><br>**Need:**<br>Through the reviewing of the State and District data Educational Partners saw the need for coordinators for Data and Testing. Having a Data Coordinator ensures that teachers have data to analyze. By examining data regularly, teachers can identify areas where students may be struggling and adjust their teaching accordingly. The testing coordinator is also a need to ensure that teachers are trained and kept informed on current practices. When teachers are prepared they are better able to help students understand the expectations and guide them.<br><br>**Scope:**<br>LEA-wide | This action will address these needs by having our coordinator and directors monitor data and help facilitate data chats with staff so that students progress is monitored. It will also allow us to identify areas of need in current teaching practices and for adjustments to be made. Our testing coordinator will ensure that all staff is trained and prepared for state testing which will be used as a metric to monitor effectiveness. This action needs to be schoolwide so that all data is reviewed and needs are identified. | Metric 1.2: Percentage of Students Meeting or Exceeding Standard: ELA and Math<br>Data Source: District Benchmark Assessment, STAR Renaissance<br><br>Metric 1.1: Percentage of Students Meeting or Exceeding Standard: ELA and Math<br>Data Source: CASSPP |
| **1.5** | **Action:**<br>Core Curriculum Coordinators<br><br>**Need:**<br>The analysis of the California School Dashboard data indicated a clear need to continue focusing and providing supports for English Language Arts and Math for our students. For English Language Arts 49.23% | The action is designed to address the needs of all students and to support teachers so that they will have the resources, tools, and training needed to deliver high quality lessons in the core content areas. This will result in students making growth in these areas, which is why this action will be schoolwide. | Metric 1.2: Percentage of Students Meeting or Exceeding Standard: ELA and Math<br>Data Source: District Benchmark Assessment, STAR Renaissance |

| 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 |
|---|---|---|---|
| | of our students were below the standards on the Smarter Balanced State Assessments and in Math 52.21% were below the standard. After the review of this data Educational partners saw the need for a coordinated support system to address the diverse learning needs of students in ELA and Math. By having specialized coordinators for ELA, Math, and Science, teachers can receive targeted assistance in developing curriculum and programs tailored to meet these needs. Additionally, assigning Science Lab Coordinators ensures the maintenance of essential resources, fostering a conducive environment for hands-on learning experiences. Overall, this approach aims to provide comprehensive support to educators, enabling them to effectively address the varying academic requirements of students in ELA and Math.<br><br>**Scope:**<br>LEA-wide | | Metric 1.1: Percentage of Students Meeting or Exceeding Standard: ELA and Math<br>Data Source: CASSPP |
| **1.6** | **Action:**<br>New Teachers Educated and Supported by Sundale Staff<br><br>**Need:**<br>The analysis of the California School Dashboard data by the Educational Partners indicated a clear need to continue focusing and providing supports for English Language Arts and Math for our students. Educational Partners also identified the need for new teachers to have support and | The action addresses the needs by providing new teachers support in their implementation of the standards and content, which will benefit the student's learning and growth. | Metric 1.13<br>Rate of New Teachers feeling supported<br>Data source: New Teacher Survey |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | coaching, since they are still in the process of learning and how to deliver that content. Teachers also expressed the need for new teachers to have their Mentor/Coach/Supporter from their grade level span, so that the support teacher is aware of the imediate needs of the new teacher and the expectations they need to meet.<br><br>**Scope:**<br>LEA-wide | | |
| **1.7** | **Action:**<br>Reading Specialist<br><br>**Need:**<br>For English Language Arts only 50.77% of our students met or exceeded the standards on the Smarter Balanced State Assessments which was a decline of 3.4 points, with our English Learners in red declining 23.4 points, Hispanic in orange maintaining but not growing, and Socioeconomically disadvantaged in orange declining 7.9 points. That is 49.23% overall that are below the state standard.<br>Educational partners recognized the necessity of having a Reading Specialist to assist students experiencing difficulties and lagging behind in reading proficiency. Proficiency in foundational reading skills is essential for students to progress in ELA, as these skills are crucial for comprehending and engaging with the content. | To address this need, we will provide a Reading Specialst to work with small groups, targeting students that are lacking the foundational reading skills. By targeting these students we are able to provide and meet the needs of these students so that they can make progress in ELA and engage in the content. | Metric 1.2<br>Percentage of Students At or Above Grade level: ELA<br>Data Source: STAR District Assessment |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | **Scope:**<br>LEA-wide | | |
| **1.8** | **Action:**<br>Broad Course of Study including programs and services developed and provided to individuals with exceptional needs.<br><br>**Need:**<br>Reviewing the data from State and District Assessments, Educational Partners identified the need for a broad course of study for students performing poorly in ELA and Math for several reasons. Firstly, offering a diverse range of subjects beyond ELA and Math provides opportunities for students to explore alternative interests and talents, potentially sparking new passions and motivations for learning. Secondly, exposure to various subjects can foster a holistic approach to education, enhancing critical thinking, problem-solving, and creativity skills that are applicable across all academic domains. Moreover, a broad curriculum helps engage students who may struggle with traditional academic subjects by offering alternative avenues for success and recognition. Finally, interdisciplinary learning experiences, such as integrating ELA and Math concepts into other subjects, can reinforce foundational skills and deepen understanding, ultimately supporting improved performance in these core areas.<br><br>**Scope:**<br>LEA-wide | This action aims to address the needs of students scoring low in ELA and Math by providing them with access to a diverse range of educational opportunities through technology and other resources. By utilizing technology, students can engage in a comprehensive course of study that extends beyond ELA and Math to encompass various subjects outlined in the LCAP, such as Visual and Performing Arts, Career Technical Classes, Foreign Language, Ag Science, and Multi-Media Arts. | Metric 1.11<br>Percentage of Students with access and enrollment in a broad course of study includes programs and services developed and provided to individuals with exceptional needs and unduplicated pupils.<br>Data Source: Percent of students that have access to all courses |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| **3.1** | **Action:**<br>Counseling Support and Resources<br><br>**Need:**<br>The social-emotional state of students profoundly impacts their ability to learn. When students feel emotionally safe, supported, and connected, they are more likely to engage in the learning process, participate actively in classroom activities, and persist through challenges. Conversely, when students are experiencing social-emotional difficulties such as stress, anxiety, or feelings of isolation, their cognitive abilities can be compromised, making it difficult for them to focus, retain information, and effectively problem-solve. Moreover, a positive social-emotional environment fosters healthy relationships between students and teachers, which are essential for creating a conducive learning atmosphere where students feel valued, respected, and motivated to succeed. Overall, prioritizing students' social-emotional well-being not only promotes their overall development and mental health but also enhances their academic performance and success in the long run.<br><br>When discussed with Educational Partners they identified this as a need for our students to be serviced and supported in their social-emotional health as well as support for the teachers and parents so they are also equipped. Based on the school population of over 830 students educational partners felt that the need for social-emotional health would | This action addresses the need for students that are experiencing social-emotional difficulties to have support from a trained counselor that is equipped to handle and advise the student on techniques and | Metric 3.3: Percentage of students who feel safe and connected<br>Data Source: Sundale's Student Survey |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | require two full time counselors to ensure that all students and their needs could be addressed and supported.<br><br>**Scope:**<br>LEA-wide | | |
| **3.5** | **Action:**<br>County Nurse<br><br>**Need:**<br>With our student population growing and the increase of students with medical concerns, Educational partners identified the need for a county nurse to have additional days to meet those needs of our diverse student population.<br><br>**Scope:**<br>LEA-wide | The action will be carried out through a county nurse in our school which addresses medical needs promptly, ensuring student safety and health. For students with disabilities, the nurse provides essential support in implementing care plans, facilitating their full participation in educational activities. Additionally, the nurse serves as a resource for teachers and staff, offering guidance on health-related concerns and facilitating communication with parents and healthcare providers, ultimately promoting the well-being and academic success of all students. | Metric 3.3: Percentage of students who feel safe and connected<br>Data Source: Sundale's Student Survey<br><br>Metric 3.6: Percentage of Parents who feel a sense of School Safety and Connectedness<br>Data Source: Parent Surveys |
| **3.6** | **Action:**<br>School Psychologist<br><br>**Need:**<br>With our student population growing and the increase of students with social/emotional concerns and specialized educational testing, Educational partners identified the need to have a psychologist on campus.<br><br>**Scope:** | The action will be carried out through a county psychologist in our school which addresses the needs for counseling supports, behavioral interventions, and crisis response, specialized educational assessments and evaluation services. This action is provided on an LEA-wide basis to ensure all students have access to social-emotional, behavioral, and academic support services. Additionally, the psychologist serves as a resource for teachers and staff, offering guidance on mental health concerns and facilitating communication with parents and healthcare providers, ultimately promoting the well-being and academic success of all students. | Metric 3.3: Percentage of students who feel safe and connected<br>Data Source: Sundale's Student Survey<br><br>Metric 3.6: Percentage of Parents who feel a sense of School Safety and Connectedness<br>Data Source: Parent Surveys |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | LEA-wide<br>Schoolwide | | |
| **3.8** | **Action:**<br>Attendance Incentives and monitoring<br><br>**Need:**<br>On the California State Dashboard our Chronic Absenteeism rate<br>was 5.6% for 2023, which was an improvement from the year before, but is still a concern to our Educational Partners. Educational Partners identified the need to monitor student attendance which is essential for ensuring academic success and student well-being. Regular attendance correlates strongly with academic achievement, and tracking it helps identify students at risk of falling behind early, allowing for timely intervention and support. Additionally, monitoring attendance helps schools ensure student safety by identifying patterns of absenteeism that may indicate underlying issues.<br><br>**Scope:**<br>LEA-wide | To address this need educational partners will put into action the monitoring, interventions needed, supports and incentives to help promote student attendance and prevent chronic absenteeism. Attendance data will be monitored monthly by attendance officers, having conversations and working with families to identify students who may need interventions or supports put in place. Each trimester attendance data will be collected to reward students with good attendance to encourage those students to continue their good attendance while motivate those chronically absent students to want to improve. | Metric 3.8: Percentage of Students with Chronic Absenteeism<br>Data Source: California State Dashboard<br><br>Metric 3.3: Percentage of students who feel safe and connected<br>Data Source: Sundale's Student Survey |
| **3.9** | **Action:**<br>Student Support and Engagement Groups<br><br>**Need:**<br>After reviewing the Student Survey, Educational Partners identified the need for student connectedness and empowerment as | This action will provide a safe place for students to be mentored, connect with other staff and students, and develop their voice through monthly meetings with their group. Each group is run by staff and developed to foster a sense of belonging. This practice is important for all students while | Metric 3.3: Percentage of students who feel safe and connected<br>Data Source: Sundale's Student Survey |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | a focus and felt that our mentoring and social-emotional support groups were an important practice to continue to improve upon those. They also felt that we should add more opportunities, and developed two new students groups: Friendzies and Student Representatives. These groups are essential in our school to address the social-emotional needs of students, foster a sense of belonging, and provide mentorship. They help students build strong relationships, develop leadership and creative skills, and create a supportive community. By offering a safe space for engagement and personal growth, these groups contribute to the overall well-being and academic success of students.<br><br>**Scope:**<br>LEA-wide | targeting those who need the social-emotional support. | |

## *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 |
|---|---|---|---|
| **2.1** | **Action:**<br>ELD instruction, assessment, support and resources<br><br>**Need:** | This measure will support teachers in enhancing their training and preparation for delivering English Language Development (ELD) instruction to students, leading to improved performance among | Metric 2.5: Percentage of English Language Student reaching English Proficiency Levels |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | An analysis of student performance on the State Assessment (ELPAC) from 2023 shows that 49.3% of students are making progress towards language proficiency and current local benchmark assessment show that 0.5% of English Learner students scored at or above grade level standard in ELA and in Math, 1.8% scored at or above grade level standard. Of particular concern is the performance in ELA for our English Learners. Input received from Educator Partners through LCAP development process indicates a desire to see our student's performance increase to improve both student's ELA and Math scores as well as continue to increase the Language Proficiency Level of our English Learners.<br><br>With identifying the need above, our educational partners see that to improve in this area teachers need to be prepared to teach to the specific needs of the EL students. Being prepared means that teachers will have materials, resources, and professional development meet the needs of this student group, which this action addresses.<br><br>**Scope:**<br>Limited to Unduplicated Student Group(s) | EL students. This addresses and meets the need for this action. | Data Source: State Assessment ELPAC<br><br>Metric 2.4: Percentage of English Language Students Meeting or Exceeding Standard: ELA and Math<br>Data Source: District Benchmark Assessment, STAR Renaissance<br><br>Metric 2.6: Percentage of English Language Students Meeting or Exceeding Standard: ELA and Math<br>Data Source: CASSPP |
| **2.2** | **Action:**<br>Staffing to work with English Learners<br><br>**Need:**<br>An analysis of student performance on the State Assessment (ELPAC) from 2023 shows that 49.3% of students are making progress | This action is designed to address the needs of our ELs and our LTELs by having our paraprofessional working with students at their current levels to make progress in their learning of language that will impact them in all areas of their education. | Metric 2.5: Percentage of English Language Student reaching English Proficiency Levels<br>Data Source: State Assessment ELPAC |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | towards language proficiency and current local benchmark assessment show that 0.5% of English Learner students scored at or above grade level standard in ELA and in Math, 1.8% scored at or above grade level standard. Of particular concern is the performance in ELA for our English Learners. Input received from Educator Partners through LCAP development process indicates a desire to see our student's performance increase to improve both student's ELA and Math scores as well as continue to increase the Language Proficiency Level of our English Learners.<br><br>With identifying the need above, our educational partners see that to improve in this area the school needs a paraprofessional that will be dedicated to working with EL and LTEL students, for a more intensive instructional time. This added support will serve to help further the work that the teachers are doing in the classroom, enabling our students to make more growth in their learning.<br>Educational Partners also shared ideas to offer more time for EL students to work with trained staff in summer school, with a pull out model. With language being reinforced in summer school students will be able to continue the growth made during the school year and iliminating the chances of regressing.<br><br>**Scope:**<br>Limited to Unduplicated Student Group(s) | | Metric 2.4: Percentage of English Language Students Meeting or Exceeding Standard: ELA and Math<br>Data Source: District Benchmark Assessment, STAR Renaissance |
| **2.3** | **Action:**<br>EL Coordinator | This measure guarantees that a qualified teacher is dedicated to assisting fellow educators in | Metric 2.5: Percentage of English Language Student |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | **Need:**<br>An analysis of student performance on the State Assessment (ELPAC) from 2023 shows that 49.3% of students are making progress towards language proficiency and current local benchmark assessment show that 0.5% of English Learner students scored at or above grade level standard in ELA and in Math, 1.8% scored at or above grade level standard. Of particular concern is the performance in ELA for our English Learners. Input received from Educator Partners through LCAP development process indicates a desire to see our student's performance increase to improve both student's ELA and Math scores as well as continue to increase the Language Proficiency Level of our English Learners.<br><br>With identifying the need above, our educational partners see that to improve in this area the school needs to maintain an EL coordinator who will focus on the EL students and their progress by ensuring that teachers are properly trained, EL students are tested for ELPAC, and that needed supports are in place.<br><br>**Scope:**<br>Limited to Unduplicated Student Group(s) | crafting lessons and assessing the requirements of our English Learner (EL) students. By prioritizing this aspect, teachers will receive the necessary support to deliver the appropriate learning opportunities, thus effectively addressing the needs of our EL students. | reaching English Proficiency Levels<br>Data Source: State Assessment ELPAC<br><br>Metric 2.4: Percentage of English Language Students Meeting or Exceeding Standard: ELA and Math<br>Data Source: District Benchmark Assessment, STAR Renaissance |
| **2.4** | **Action:**<br>EL Parent Liaison<br><br>**Need:** | This action will ensure that there is support and education for our EL parents, as well as a liaison to hear their concerns. When concerns or needs are communicated, the liaison can make sure those are addressed or provided. With support for | Metric 2.5: Percentage of English Language Student reaching English Proficiency Levels |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | An analysis of student performance on the State Assessment (ELPAC) from 2023 shows that 49.3% of students are making progress towards language proficiency and current local benchmark assessment show that 0.5% of English Learner students scored at or above grade level standard in ELA and in Math, 1.8% scored at or above grade level standard. Of particular concern is the performance in ELA for our English Learners. Input received from Educator Partners through LCAP development process indicates a desire to see our student's performance increase to improve both student's ELA and Math scores as well as continue to increase the Language Proficiency Level of our English Learners.<br><br>With identifying the need above, our educational partners see that there needs to be education for parents at home to support their students. If parents are able to support their students with their learning, students can have more success.<br><br>**Scope:**<br>Limited to Unduplicated Student Group(s) | our EL students in the home by their parents, their progress in learning will be more successful. | Data Source: State Assessment ELPAC<br><br>Metric 2.4: Percentage of English Language Students Meeting or Exceeding Standard: ELA and Math<br>Data Source: District Benchmark Assessment, STAR Renaissance |
| **2.5** | **Action:**<br>Student Incentives<br><br>**Need:**<br>An analysis of student performance on the State Assessment (ELPAC) from 2023 shows that 49.3% of students are making progress towards language proficiency and current local benchmark assessment show that 0.5% of | The action is designed to address the need of students by providing incentives and recognition for the students' hard work, while showing other students that they too can make growth. Students that are redesignated will be recognized by administration, EL support staff, and parents at a luncheon to celebrate them and their hard work. | Metric 2.5: Percentage of English Language Student reaching English Proficiency Levels<br>Data Source: State Assessment ELPAC |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | English Learner students scored at or above grade level standard in ELA and in Math, 1.8% scored at or above grade level standard. Of particular concern is the performance in ELA for our English Learners. Input received from Educator Partners through LCAP development process indicates a desire to see our student's performance increase to improve both student's ELA and Math scores as well as continue to increase the Language Proficiency Level of our English Learners.<br><br>After reviewing this data Educational Partners identified the need to recognize the students making growth and being reclassified so that students would feel valued for their hard work and dedication. The hope was also to inspire and encourage other students, that they too could make progress.<br><br>**Scope:**<br>Limited to Unduplicated Student Group(s) | | |
| **3.2** | **Action:**<br>Enhanced Support and Connection through Supplemental Supplies<br><br>**Need:**<br>As educational partners reviewed data, goals, and actions, it became clear that every student group should have access to the necessary resources to succeed in school. English Language Learners, low-income students, foster youth, and students with exceptional needs often lack essential resources, making it challenging for them to engage, learn, and | This action discussed by the educational partners will be addressed by providing the resources needed for these student groups to be able to engage in the learning, feel connected and be successful at school. The school will purchase and have the items ready for students so that these needs can be met. As other needs arise resources will be purchased by the school. | Metric 3.3: Percentage of students who feel safe and connected<br>Data Source: Sundale's Student Survey |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | succeed. Providing these students with the same resources as their peers is crucial for fostering a sense of connection and ensuring equal opportunities for success.<br><br>**Scope:**<br>Limited to Unduplicated Student Group(s) | | |

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

N/A

## Additional Concentration Grant Funding

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

N/A

| **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 | N/A | N/A |
| Staff-to-student ratio of certificated staff providing direct services to students | N/A | N/A |

# 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 | $9,603,474 | $770,786 | 8.026% | 0.000% | 8.026% |

| Totals | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Total Personnel | Total Non-personnel |
|---|---|---|---|---|---|---|---|
| Totals | $788,118.00 | $5,827,292.50 | $48,000.00 | $141,557.00 | $6,794,967.50 | $6,540,441.50 | $254,526.00 |

| 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 | Supplemental curriculum Support and Resources | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 3 year cycle | $4,238,622.00 | $27,621.00 | $27,621.00 | $4,238,622.00 | | | $4,266,243.00 | |
| 1 | 1.2 | Parent Education | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 3 year cycle | $0.00 | $5,500.00 | $5,500.00 | | | $0.00 | $5,500.00 | |
| 1 | 1.3 | Student Interventions | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 3 year cycle | $965,536.00 | $3,234.00 | $274,882.00 | $569,306.00 | | $124,582.00 | $968,770.00 | |
| 1 | 1.4 | District and State Testing Assessment Coordinator/Director and Data System | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 3 year cycle | $1,226.00 | $18,700.00 | $19,926.00 | | | | $19,926.00 | |
| 1 | 1.5 | Core Curriculum Coordinators | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 3 year cycle | $7,344.00 | $0.00 | $3,672.00 | | | $3,672.00 | $7,344.00 | |
| 1 | 1.6 | New Teachers Educated and Supported by Sundale Staff | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 3 year cycle | $4,988.00 | $0.00 | $1,226.00 | | | $3,762.00 | $4,988.00 | |
| 1 | 1.7 | Reading Specialist | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 3 year cycle | $131,592.00 | $0.00 | $65,796.00 | $65,796.00 | | | $131,592.00 | |
| 1 | 1.8 | Broad Course of Study including programs and services developed and provided to individuals with exceptional needs. | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 3 year cycle | $708,278.50 | $6,693.00 | $45,635.00 | $669,336.50 | | | $714,971.50 | |
| 2 | 2.1 | ELD instruction, assessment, support and resources | English Learners | Yes | Limited to Unduplicated Student | English Learners | All Schools | 3 year cycle | $0.00 | $1,000.00 | $1,000.00 | | | | $1,000.00 | |

| 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 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | Group(s) | | | | | | | | | | | |
| 2 | 2.2 | Staffing to work with English Learners | English Learners | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | 3 year cycle | $68,720.00 | $0.00 | $59,179.00 | | | $9,541.00 | $68,720.00 | |
| 2 | 2.3 | EL Coordinator | English Learners | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | 3 year cycle | $2,448.00 | $0.00 | $2,448.00 | | | | $2,448.00 | |
| 2 | 2.4 | EL Parent Liaison | English Learners | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | 3 year cycle | $918.00 | $0.00 | $918.00 | | | | $918.00 | |
| 2 | 2.5 | Student Incentives | English Learners | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | 3 year cycle | $0.00 | $1,000.00 | $1,000.00 | | | | $1,000.00 | |
| 3 | 3.1 | Counseling Support and Resources | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 3 year cycle | $320,175.00 | $3,578.00 | $128,712.00 | $195,041.00 | | | $323,753.00 | |
| 3 | 3.2 | Enhanced Support and Connection through Supplemental Supplies | English Learners Foster Youth Low Income | Yes | Limited to Unduplicated Student Group(s) | English Learners Foster Youth Low Income | All Schools | 3 year cycle | $0.00 | $4,200.00 | $4,200.00 | | | | $4,200.00 | |
| 3 | 3.3 | Parent Education | All | No | | | All Schools | 3 year cycle | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | |
| 3 | 3.4 | Transportation for Extra-Curricular Activities | All | No | | | All Schools | 3 year cycle | $18,000.00 | $0.00 | | $18,000.00 | | | $18,000.00 | |
| 3 | 3.5 | County Nurse | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 3 year cycle | $0.00 | $108,000.00 | $78,000.00 | | $30,000.00 | | $108,000.00 | |
| 3 | 3.6 | School Psychologist | English Learners Foster Youth | Yes | LEA-wide Schoolw | English Learners Foster Youth | All Schools | 3 year cycle | $0.00 | $71,000.00 | $25,000.00 | $28,000.00 | $18,000.00 | | $71,000.00 | |

| 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 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Low Income | | ide | Low Income | | | | | | | | | | |
| **3** | **3.7** | Professional Development on Social-Emotional Learning (SEL) | All | No | | | All Schools | 3 year cycle | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | |
| **3** | **3.8** | Attendance Incentives and monitoring | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | 3 year cycle | $71,979.00 | $1,000.00 | $29,788.00 | $43,191.00 | | | $72,979.00 | |
| **3** | **3.9** | Student Support and Engagement Groups | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | 3 year cycle | $615.00 | $3,000.00 | $3,615.00 | | | | $3,615.00 | |

# 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 |
|---|---|---|---|---|---|---|---|---|---|
| $9,603,474 | $770,786 | 8.026% | 0.000% | 8.026% | $778,118.00 | 0.000% | 8.102 % | **Total:** | $778,118.00 |
| | | | | | | | | **LEA-wide Total:** | $709,373.00 |
| | | | | | | | | **Limited Total:** | $68,745.00 |
| | | | | | | | | **Schoolwide Total:** | $25,000.00 |

| 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** | Supplemental curriculum Support and Resources | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $27,621.00 | |
| **1** | **1.2** | Parent Education | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $5,500.00 | |
| **1** | **1.3** | Student Interventions | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $274,882.00 | |
| **1** | **1.4** | District and State Testing Assessment Coordinator/Director and Data System | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $19,926.00 | |
| **1** | **1.5** | Core Curriculum Coordinators | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $3,672.00 | |
| **1** | **1.6** | New Teachers Educated and Supported by Sundale Staff | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $1,226.00 | |

| 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 | 1.7 | Reading Specialist | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $65,796.00 | |
| 1 | 1.8 | Broad Course of Study including programs and services developed and provided to individuals with exceptional needs. | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $45,635.00 | |
| 2 | 2.1 | ELD instruction, assessment, support and resources | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | $1,000.00 | |
| 2 | 2.2 | Staffing to work with English Learners | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | $59,179.00 | |
| 2 | 2.3 | EL Coordinator | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | $2,448.00 | |
| 2 | 2.4 | EL Parent Liaison | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | $918.00 | |
| 2 | 2.5 | Student Incentives | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | $1,000.00 | |
| 3 | 3.1 | Counseling Support and Resources | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $128,712.00 | |
| 3 | 3.2 | Enhanced Support and Connection through Supplemental Supplies | Yes | Limited to Unduplicated Student Group(s) | English Learners<br>Foster Youth<br>Low Income | All Schools | $4,200.00 | |
| 3 | 3.5 | County Nurse | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $78,000.00 | |
| 3 | 3.6 | School Psychologist | Yes | LEA-wide<br>Schoolwide | English Learners<br>Foster Youth<br>Low Income | All Schools | $25,000.00 | |
| 3 | 3.8 | Attendance Incentives and monitoring | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $29,788.00 | |

| 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 (%) |
|---|---|---|---|---|---|---|---|---|
| 3 | 3.9 | Student Support and Engagement Groups | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $3,615.00 | |

# 2025-26 Annual Update Table

| Totals | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Expenditures (Total Funds) |
|---|---|---|
| **Totals** | $6,163,733.00 | $6,746,572.52 |

| 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** | Supplemental curriculum Support and Resources | Yes | $4,143,513.00 | $4,201,330.20 |
| **1** | **1.2** | Parent Education | Yes | $5,000.00 | $5,500.00 |
| **1** | **1.3** | Student Interventions | Yes | $892,138.00 | $986,165.23 |
| **1** | **1.4** | District and State Testing Assessment Coordinator/Director and Data System | Yes | $7,800.00 | $19,935.00 |
| **1** | **1.5** | Core Curriculum Coordinators | Yes | $3,700.00 | $7,400.00 |
| **1** | **1.6** | New Teachers Educated and Supported by Sundale Staff | Yes | $7,524.00 | $7,935.00 |
| **1** | **1.7** | Reading Specialist | Yes | $157,000.00 | $161,566.00 |
| **1** | **1.8** | Broad Course of Study including programs and services developed and provided to individuals with exceptional needs. | Yes | $434,938.00 | $722,057.00 |
| **2** | **2.1** | ELD instruction, assessment, support and resources | Yes | $2,000.00 | $3,249.80 |
| **2** | **2.2** | Staffing to work with English Learners | Yes | $57,584.00 | $75,263.00 |
| **2** | **2.3** | EL Coordinator | Yes | $2,500.00 | $2,746.00 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|---|---|---|---|---|---|
| | | | | | |
| 2 | 2.4 | EL Parent Liaison | Yes | $500.00 | $927.00 |
| 2 | 2.5 | Student Incentives | Yes | $1,000.00 | $1000.00 |
| 3 | 3.1 | Counseling Support and Resources | Yes | $209,127.00 | $322,805.00 |
| 3 | 3.2 | Enhanced Support and Connection through Supplemental Supplies | Yes | $2,000.00 | $4,108.26 |
| 3 | 3.3 | Parent Education | No | $0.00 | $0.00 |
| 3 | 3.4 | Transportation for Extra-Curricular Activities | No | $31,729.00 | $17,455.00 |
| 3 | 3.5 | County Nurse | Yes | $60,000.00 | $61,700.00 |
| 3 | 3.6 | School Psychologist | Yes | $71,280.00 | $71,280.03 |
| 3 | 3.7 | Professional Development on Social-Emotional Learning (SEL) | No | $0.00 | $0.00 |
| 3 | 3.8 | Attendance Incentives and monitoring | Yes | $71,400.00 | $71,530.00 |
| 3 | 3.9 | Student Support and Engagement Groups | Yes | $3,000.00 | $2,620.00 |

# 2025-26 Contributing Actions Annual Update Table

| 6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 7. Total Estimated Expenditures for Contributing Actions (LCFF Funds) | Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4) | 5. Total Planned Percentage of Improved Services (%) | 8. Total Estimated Percentage of Improved Services (%) | Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8) |
|---|---|---|---|---|---|---|
| $723,589.00 | $696,709.00 | $723,589.00 | ($26,880.00) | 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 | Supplemental curriculum Support and Resources | Yes | $31,400.00 | $40,120.20 | | |
| 1 | 1.2 | Parent Education | Yes | $5,000.00 | $5,500.00 | | |
| 1 | 1.3 | Student Interventions | Yes | $323,708.00 | $288,007.23 | | |
| 1 | 1.4 | District and State Testing Assessment Coordinator/Director and Data System | Yes | $5,800.00 | $19,935.00 | | |
| 1 | 1.5 | Core Curriculum Coordinators | Yes | $3,700.00 | $3,700.00 | | |
| 1 | 1.6 | New Teachers Educated and Supported by Sundale Staff | Yes | $1,400.00 | $4,235.00 | | |
| 1 | 1.7 | Reading Specialist | Yes | $78,500.00 | $79,731.00 | | |
| 1 | 1.8 | Broad Course of Study including programs and services developed and provided to individuals with exceptional needs. | Yes | $25,900.00 | $46,656.50 | | |
| 2 | 2.1 | ELD instruction, assessment, support and resources | Yes | $2,000.00 | $2,786.34 | | |
| 2 | 2.2 | Staffing to work with English Learners | Yes | $47,800.00 | $65,851.00 | | |
| 2 | 2.3 | EL Coordinator | Yes | $2,500.00 | $2,746.00 | | |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|---|---|---|---|---|---|---|---|
| **2** | **2.4** | EL Parent Liaison | Yes | $500.00 | $927.00 | | |
| **2** | **2.5** | Student Incentives | Yes | $1,000.00 | $1,000.00 | | |
| **3** | **3.1** | Counseling Support and Resources | Yes | $59,900.00 | $38,318.00 | | |
| **3** | **3.2** | Enhanced Support and Connection through Supplemental Supplies | Yes | $2,000.00 | $4,108.26 | | |
| **3** | **3.5** | County Nurse | Yes | $31,201.00 | $61,700.00 | | |
| **3** | **3.6** | School Psychologist | Yes | $0.00 | $26,444.47 | | |
| **3** | **3.8** | Attendance Incentives and monitoring | Yes | $71,400.00 | $29,203.00 | | |
| **3** | **3.9** | Student Support and Engagement Groups | Yes | $3,000.00 | $2,620.00 | | |

# 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) |
|---|---|---|---|---|---|---|---|---|
| 9,197,983 | $723,589.00 | 0.000% | 7.867% | $723,589.00 | 0.000% | 7.867% | $0.00 | 0.000% |

# Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

# Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

# Plan Summary

## *Purpose*

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

# Requirements and Instructions

**General Information**

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

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

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

**Reflections: Annual Performance**

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

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

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

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

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

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

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

**Reflections: Technical Assistance**

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

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

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

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

### Schools Identified

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

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

### Support for Identified Schools

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

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

### Monitoring and Evaluating Effectiveness

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

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

# Engaging Educational Partners

## *Purpose*

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

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

# Requirements

## *Requirements*

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

## *Instructions*

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

# Goals and Actions

## *Purpose*

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

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

## *Requirements and Instructions*

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

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

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

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

**Requirement to Address the LCFF State Priorities**

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

Respond to the following prompts, as applicable:

## Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

## Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

## Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

## Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

## Baseline

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

## Year 1 Outcome

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

## Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

## Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

## Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

## Required Actions

### For English Learners and Long-Term English Learners

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

### For Technical Assistance

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

### For Lowest Performing Dashboard Indicators

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

### For LEAs With Unexpended LREBG Funds

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

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

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

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

## *Purpose*

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

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

### Statutory Requirements

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

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

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

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

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

### LEA-wide and Schoolwide Actions

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

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

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

### For School Districts Only

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

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

## *Requirements and Instructions*

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

***Required Descriptions:***

**LEA-wide and Schoolwide Actions**

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

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

Complete the table as follows:

**Identified Need(s)**

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

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

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

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

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

**Metric(s) to Monitor Effectiveness**

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

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

**Limited Actions**

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

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

Complete the table as follows:

**Identified Need(s)**

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

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

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

## Metric(s) to Monitor Effectiveness

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

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

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

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

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

## Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

# Action Tables

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

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

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

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

## *Total Planned Expenditures Table*

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

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

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

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

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

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

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

## *Contributing Actions Table*

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

## *Annual Update Table*

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

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

## *Contributing Actions Annual Update Table*

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

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

## *LCFF Carryover Table*

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

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

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

## *Calculations in the Action Tables*

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

### Contributing Actions Table

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

### Contributing Actions Annual Update Table

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

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

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

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

## LCFF Carryover Table

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

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

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

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

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

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