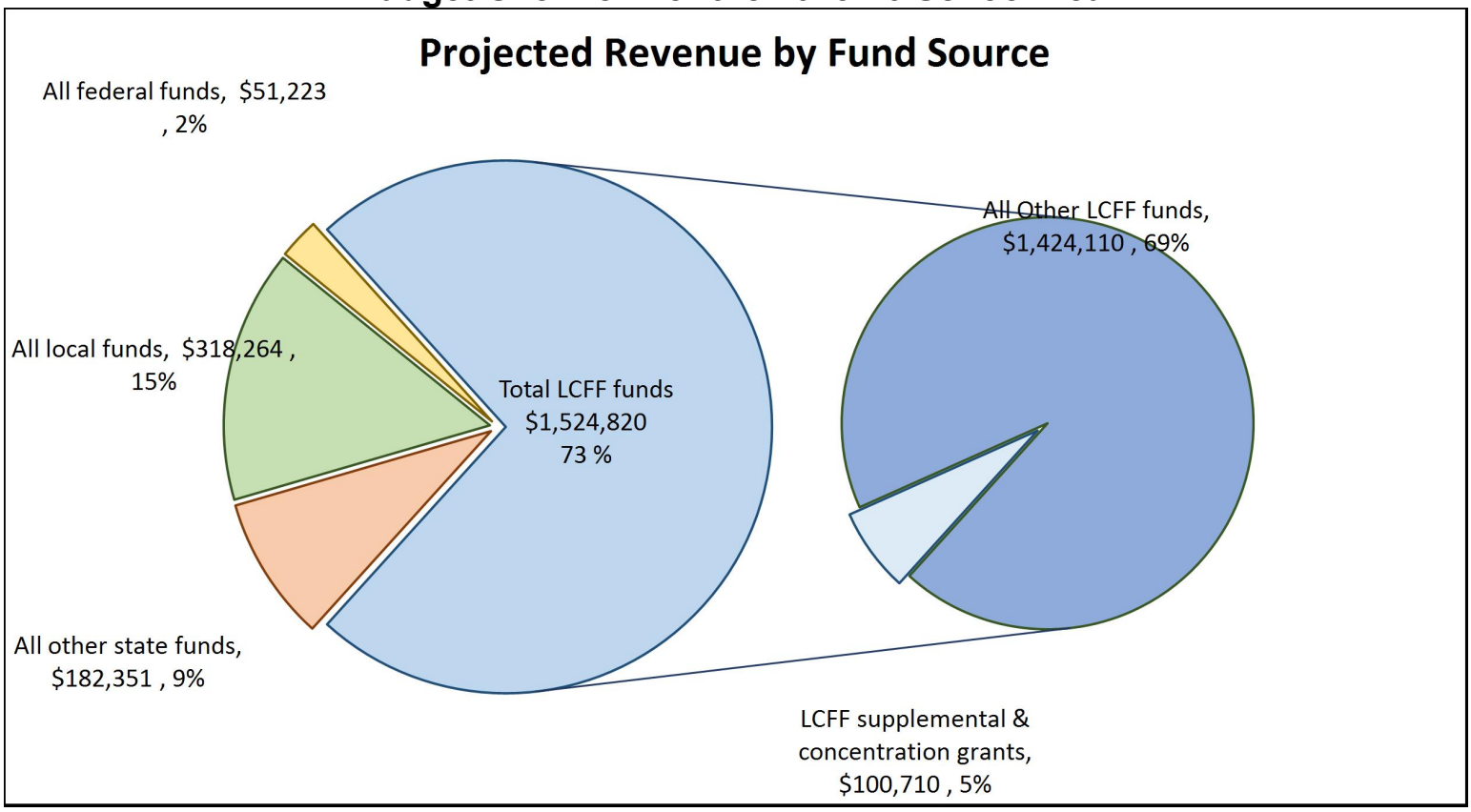
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Mission Union Elementary School District
CDS Code: 27-66084-6026157
School Year: 2025-26
LEA contact information:
Dr. Ricardo Espinoza
Superintendent
drespinoza@missionusd.org
831-744-0415

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 2025-26 School Year

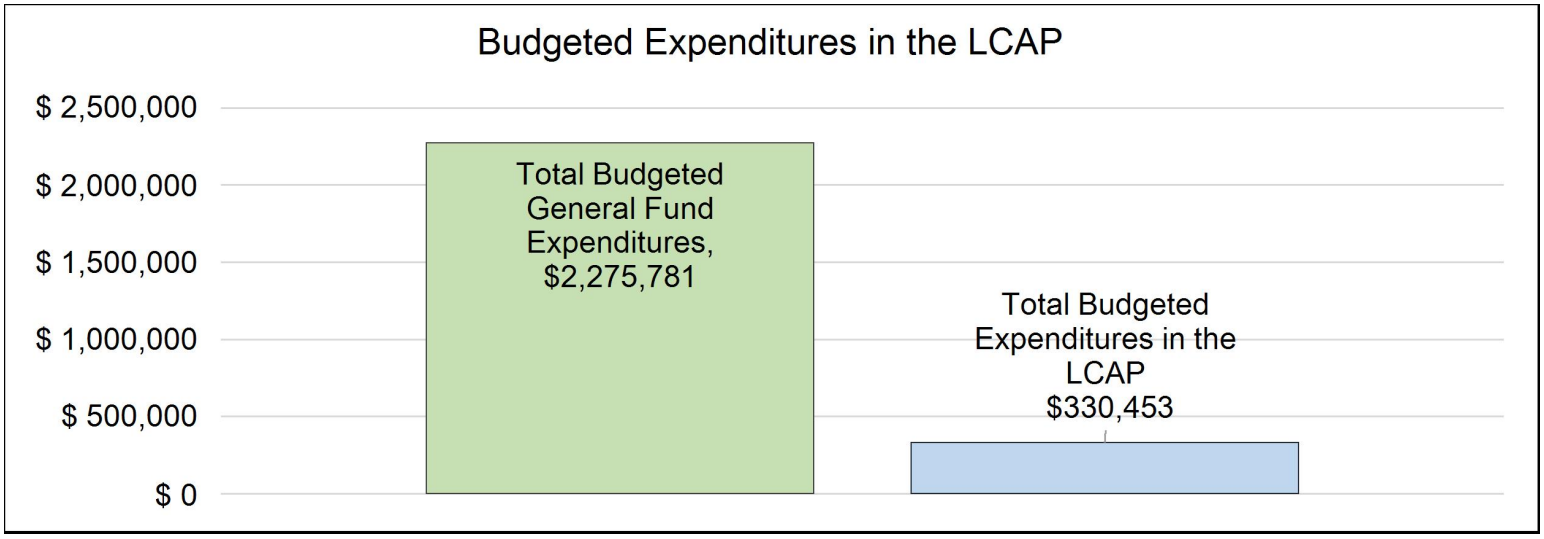


This chart shows the total general purpose revenue Mission Union Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Mission Union Elementary School District is $2,076,658.00, of which $1,524,820.00 is Local Control Funding Formula (LCFF), $182,351.00 is other state funds, $318,264.00 is local funds, and $51,223.00 is federal funds. Of the $1,524,820.00 in LCFF Funds, $100,710.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Mission Union Elementary School District plans to spend for 2025-26. 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: Mission Union Elementary School District plans to spend $2,275,781.00 for the 2025-26 school year. Of that amount, $330,453 is tied to actions/services in the LCAP and $2,147,643.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The expenditures not included in the LCAP are those expenditures related to the general operation of the district. These expenditures include instructional costs, such as teachers, aides and instructional materials and contracts, operation costs such as utilities and custodial, maintenance, food service and administration. Also included in the budget are restricted costs for grants and entitlements. These include ELO-P, SPED, REAP and Prop 28 art and music.

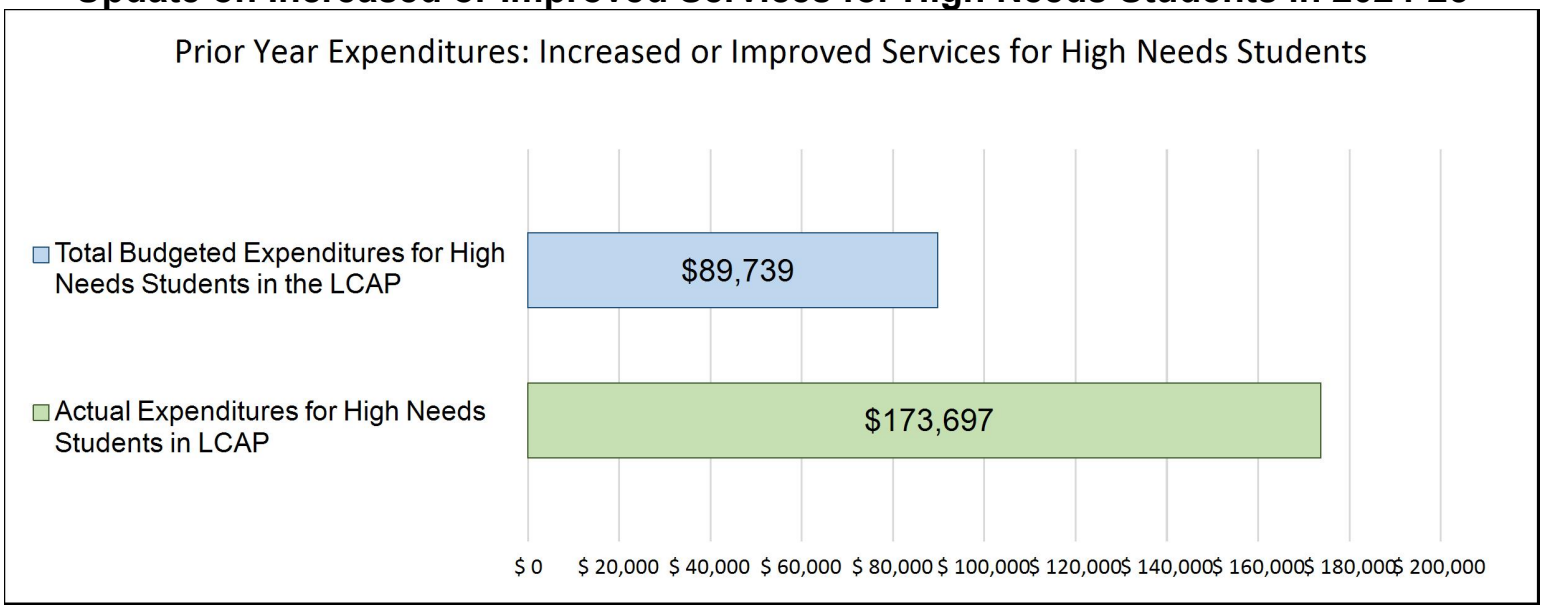
Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Mission Union Elementary School District is projecting it will receive $100,710.00 based on the enrollment of foster youth, English learner, and low-income students. Mission Union Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Mission Union Elementary School District plans to spend $128,138.00 towards meeting this requirement, as described in the LCAP.

See goals for details on increased or improved services.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



This chart compares what Mission Union Elementary School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Mission Union Elementary School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2024-25, Mission Union Elementary School District's LCAP budgeted $89,739 for planned actions to increase or improve services for high needs students. Mission Union Elementary School District actually spent $173,697 for actions to increase or improve services for high needs students in 2024-25.

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
Mission Union Elementary School District	Dr. Ricardo Espinoza Superintendent	drespinoza@missionusd.org 831-744-0415

Plan Summary [2025-26]

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.

Mission Union Elementary School District, nestled in the picturesque landscapes of Monterey County, boasts a unique and storied history dating back to its establishment in 1897. Serving as the sole TK through 8th grade educational institution in the Mission Union School District, Mission School stands as a testament to the enduring harmony between community and education.

Located just 5 miles west of Soledad, California, Mission School caters to a small rural community deeply rooted in agriculture and agribusiness. The district occupies the western edge of the Salinas Valley, contributing significantly to the region's diverse agricultural production. Additionally, the Mission District extends into the Santa Lucia Highlands, fostering a thriving wine industry. As a result, students actively engage in agricultural activities and organizations, such as the Mission 4-H Club, which holds its meetings in the district's multi-purpose room.

One of Mission School's primary strengths lies in its close-knit relationship between the school, parents, community members, and students. The Mission Parent Teacher Organization (PTO) plays a pivotal role, generously contributing funds for classroom supplies, educational field trips, and enriching programs like the full-time music and art initiatives. These programs have flourished due to the unwavering support of a local donor.

The collaborative spirit extends further with the community's commitment to the Mission Union Elementary School District's mission. This mission is to provide every student at Mission School access to a challenging and comprehensive curriculum, delivered by a passionate and dynamic staff in an environment emphasizing enthusiasm, responsibility, and respect. The dedication to developing a whole child approach

to education is evident in our implementation of a new sports program, meal program, enhancement of reading materials available in the school library, inclusion of instructional aides and intervention efforts, addition of new curriculum, and academic supplemental additions for enhanced skill practice and learning in ELA and Math.

Mission Union Elementary School District also has a keen focus on infrastructure development. Plans include upgrading specific campus areas such as a new stair system connecting our beautiful tiered blacktop and grass area grounds, installing a new groundwater well for future use by 2026, and enhancing school safety with the installation of a perimeter fence. Currently utilizing Point of Use (POU) systems and water bottle stations, the district remains committed to providing clean, safe, and filtered water to its students.

The district continues its commitment to student and staff support. Additional staff, such as an administrative assistant, staff coverage for a new breakfast and lunch program, instructional aides, and sports coaches and assistant coaches were added to ensure academic success and an enhanced sense of overall wellbeing for our students. Educators continue to provide targeted support for various student populations, including those with Individualized Education Programs (IEPs), English Learners (EL), low-income students, and homeless and foster youth.

In support of this ongoing commitment, Bond Measure N 25 was passed with 68% approval, generating $1,500,000 to improve facilities, technology infrastructure, and student achievement.

In essence, Mission Union Elementary School District stands as a testament to the enduring partnership between community and education, fostering a culture of success and making Mission School a truly special place for all.

Reflections: Annual Performance

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

Reflecting on the annual performance of Mission Union Elementary based on a review of the California School Dashboard and local data reveals a comprehensive understanding of the school's strengths and areas for improvement. The Dashboard provides a valuable tool for assessing various indicators, ensuring a nuanced evaluation of Mission Union Elementary's overall performance. Here is the list of the school’s lowest-performance indicators and student groups on the 2023 CA School Dashboard:

Chronic Absenteeism: All Students
Chronic Absenteeism: Hispanic
Chronic Absenteeism: Socioeconomically Disadvantaged

To address these challenges, Mission Union Elementary plans to continue effective actions from the previous year's LCAP (2024-2025) and implement new actions to address identified needs from the analysis of the California Dashboard data and local records. Our plan includes expanding our comprehensive counseling program to pinpoint and overcome obstacles to student attendance and their sense of belonging in school. We also aim to enhance our rapport with students and families (Goal 2.3).

Academic Achievement:
Mission Union Elementary's performance in academic achievement, as indicated by standardized test scores, is a key aspect of the 2024 Dashboard. A careful analysis of this data allows us to gauge how well students are mastering grade-level content. The school's success in this area may be attributed to dedicated teaching staff, a supportive community, and collaborative efforts to provide a challenging and comprehensive curriculum. Identifying specific subject areas where improvement may be needed can guide future academic initiatives.

English Learner Progress:
For a school with a diverse population, monitoring the progress of English Learners is crucial. The Dashboard provides a breakdown of how well these students are advancing in English proficiency. Mission Union Elementary's commitment to supporting English Learners through targeted interventions and culturally responsive teaching practices can be reflected in this data.

Suspension and Chronic Absenteeism Rates:
Beyond academic indicators, the Dashboard considers factors like suspension and chronic absenteeism rates. A low suspension rate indicates a positive school culture, emphasizing conflict resolution and discipline strategies that prioritize student well-being. Similarly, addressing chronic absenteeism ensures that students have consistent access to instruction and support.

Local Data and Initiatives:
In addition to the Dashboard, Mission Union Elementary's annual performance should be assessed through local data and initiatives. This might include data on extracurricular participation, community engagement, and the impact of special programs. For instance, evaluating the success of the Mission Parent Teacher Organization's contributions to classroom supplies and educational opportunities provides a unique perspective on the school's overall vibrancy.

Infrastructure and Technological Upgrades:
Considering the school's recent focus on upgrading technology and infrastructure, tracking the impact of initiatives like the BIIG high-speed broadband internet project is essential. Assessing the integration of technology into the curriculum and its impact on student engagement and learning outcomes provides a forward-looking perspective on Mission Union Elementary's commitment to staying current with educational trends.

Future Planning:
Reflecting on this annual performance review, Mission Union Elementary can use the insights gained to inform future planning. Identifying successful strategies and areas for growth ensures that the school continues to provide a high-quality education that meets the needs of its diverse student population. This reflection is a valuable step in the ongoing process of improvement and dedication to the Mission Union Elementary School District's mission.

In conclusion, the annual performance review based on the California School Dashboard and local data positions Mission Union Elementary to build on its successes, address challenges, and continue fostering a positive and productive learning environment for all students.

Currently, the district does not have unspent LREBG funds. In anticipation of the additional LREBG funds proposed as part of the 2025-26 Budget Act, we have conducted a needs assessment by looking at 2024 CA Dashboard data and student data to best support targeted actions in the 2026-27 LCAP.

Reflections: Technical Assistance

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

Mission is not eligible for technical assistance.

Comprehensive Support and Improvement

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

Schools Identified

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

Mission is not eligible for comprehensive support and improvement.

Support for Identified Schools

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

Not applicable

Monitoring and Evaluating Effectiveness

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

Not applicable

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Parents	Mission Union Elementary School District understands that parent, teacher, and community involvement in the school and our children's education is one of the most important characteristics of a positive school climate and quality education. Therefore, through in-person meetings this year, we involved educational partners to understand each group's perspectives on how the LCAP supports our students, particularly our English learners, low-income and foster youth students, and make adjustments to the 25-26 LCAP based on the feedback. Feedback directly influenced the development of the new LCAP and is reflected throughout. The timeline of meetings is as follows: Survey window: May 8 - May 11, 2025
Students	Student council participated by taking an online LCAP survey on May 9, 2025.
Teachers	Participated by taking an online LCAP survey from May 8–11, 2025, to review LCAP metrics, goals, actions, and provide feedback to inform the 2025–26 LCAP.
Principals and Administrators	Participated by taking an online LCAP survey from May 8–11, 2025, to review LCAP metrics, goals, actions, and provide feedback to inform the 2025–26 LCAP.

Educational Partner(s)	Process for Engagement
Other School Personnel	Participated by taking an online LCAP survey from May 8–11, 2025, to review LCAP metrics, goals, actions, and provide feedback to inform the 2025–26 LCAP.
Local Collective Bargaining Units	Participated by taking an online LCAP survey from May 8–11, 2025, to review LCAP metrics, goals, actions, and provide feedback to inform the 2025–26 LCAP.
We shifted the title of Parent Advisory Committee (PAC) to OC (Oversight Committee)	We engage in the Oversight Committee (BOC) through regular bi-monthly meetings, ensuring consistent communication and oversight. Our first official BOC meeting took place on April 11, 2025, and our next meeting is scheduled for June 27, 2025. We plan to meet at the beginning of every month during the 25-26 school year. This is our advisory committee that advises on many aspects of the district, such as the district's LCAP, bond oversight, and other issues as needed.
DAC/DELAC	Not Applicable as there are fewer than 30 English learners enrolled.
Special Education Local Plan (SELPA)	Ongoing communication with SELPA Director, Keyon G Hopkins, regarding actions for Students with Disabilities and General Education Students, August–June.
Community Partners	Community partners met all year long, and include: Soledad Rotary Gonzales Unified School District Monterey Free Public Libraries Greenfield Unified School District Chualar Unified School District Bond Oversight Committee Lions Club Soledad Unified School District

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

Educational Partner Engagement sessions provided broad themes to address in the LCAP, including academic needs in mathematics, school safety, and socio-emotional needs, particularly targeting the improvement of chronic absenteeism. Parents expressed satisfaction with the existing after school program and requested extending its duration. In response, we increased the program by an hour to better meet their needs, particularly for low-income and English learners (Action 1.4). Additionally, parents emphasized the importance of campus safety, specifically through the installation of a perimeter fence. This feedback led us to implement this safety measure (Action 2.1). Understanding the significance of physical activity and the call from our educational partners to expand the program, we took steps to enhance sports programs, ensuring students have more opportunities for physical exercise and team participation (Action 3.4). Regarding chronic

absenteeism, feedback highlighted the need for daily attendance monitoring and regular communication with parents. To address this, we integrated these strategies into our plan (Action 3.4 and 4.1). Responding to the desire for improved communication, we initiated the practice of sending emails to parents of students with a 90% or higher attendance rate, promoting positive communication and engagement (Action 4.2 and 4.3). Student surveys indicated a significant need for increased mental health support. As a result, we allocated resources to provide a counselor for all students, aiming to comprehensively address their mental health needs (Action 2.3). In summary, the LCAP reflects a collaborative effort with educational partners, incorporating their feedback to prioritize student well-being, academic success, safety, and engagement.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All teachers will provide high quality first instruction of Common Core State Standards (CCSS), including effective intervention, as needed, to ensure all students (including EL learners, low income students, and homeless youth) have equitable opportunities to optimally learn. (Implementation of State Academic Standards) (Access to a Broad Course of Study) (Basic Services and Conditions)	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Ensuring that all teachers are familiar with and provide instruction aligned with the Common Core State Standards (CCSS), including the English Language Development (ELD) Standards and the Next Generation Science Standards (NGSS), is critical for delivering high-quality education across all subjects. These standards serve as foundational frameworks designed to promote academic rigor, coherence, and equity in education.

By adhering to the CCSS, teachers can effectively structure their lessons to cultivate critical thinking, problem-solving skills, and subject-specific knowledge essential for student success. Additionally, incorporating ELD Standards ensures that English language learners receive the support they need to develop language proficiency while engaging with grade-level content. Through the alignment of instruction, Mission can ensure that students acquire the knowledge, skills, and competencies needed for success in college, career, and civic life.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Priority 1: Basic Services	2021-22: 87.5%	2022-23: 87.5%		100%	No change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Appropriately credentialed and assigned teachers Source: DataQuest					
1.2	Priority 1: Basic Services Access to standards-aligned instructional materials Source: Textbook Check-Out	2023-24: 100% of students have access to standards-aligned curriculum material and one-to-one devices	2024-25: 100% of students have access to standards-aligned curriculum material and one-to-one devices		100%	No change
1.3	Priority 2: Implementation of State Standards Implementation of state board academic content and performance standards for all students Source: Local Indicators Self-Reflection Tool	2023-24: All state performance standards have been 100% implemented.	2024-25: All state performance standards have been 100% implemented.		100%	No change
1.4	Priority 2: Implementation of State Standards How the programs and services will enable English learners to	2023-24: ELD standards are in progress according to self-reflection tools.	2024-25: ELD standards are in progress according to self-reflection tools.		100%	No change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	access the common core academic content knowledge and ELD standards Source: Local Indicators Self-Reflection Tool					
1.5	Priority 4: Pupil Achievement Statewide assessment ELA Source: CA School Dashboard	2022-23: -2.1 distance from standard for all students -34.6 for ELs -38.2 for Socioeconomically Disadvantaged -11.3 Hispanic	2023-24: 9.9 points above distance from standard for all students -19 for ELs -53.7 for Socioeconomically Disadvantaged -2.1 Hispanic		6.9 points above standard	All: -+12.1 ELs: +15.6 Socioeconomically Disadvantaged:+9.9 Hispanic: +9.2
1.6	Priority 4: Pupil Achievement Statewide assessment Mathematics Source: CA School Dashboard	2022-23: -31.9 distance from standard for all students -66 for ELs -70.1 for Socioeconomically Disadvantaged -37.7 Hispanic	2023-24: -39.6 distance from standard for all students -87.2 for ELs -89.5 for Socioeconomically Disadvantaged -46 Hispanic		At standard	All: -7.7 ELs: -21.2 Socioeconomically Disadvantaged: -19.4 Hispanic: -8.3
1.7	Priority 4: Pupil Achievement Statewide assessment CAST Science Source: https://caaspp-elpac.ets.org/caaspp/	2022-23: 16.7% meeting or exceeding standard	2023-24: 42.3% meeting or exceeding standard		30% meeting or exceeding standard	All: +25.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.8	Priority 4: Pupil Achievement Rate of EL students making progress toward English proficiency Source: CA School Dashboard	2022-23: 45% making progress toward English proficiency	2023-24: 50.0% making progress toward English proficiency		50% making progress toward English language proficiency	All: +5%
1.9	Priority 4: Pupil Achievement EL reclassification rate Source: Local EL Records	2022-23: 33% reclassified as RFEP	2024-25: One Student reclassified as RFEP; 40%		50% reclassified as RFEP	+7%
1.10	Priority 7: Course Access Access to and enrollment in a Broad Course of Study Source: Instructional minutes	2023-24: 100% Providing PE, ART, and Music programs	2024-25: 100% Providing PE, ART, and Music programs		100%	No change
1.11	Priority 7: Course Access Programs and services developed and provided to unduplicated pupils Source: Instructional minutes	2023-24: 100% Providing PE, ART, and Music programs	2024-25: 100% Providing PE, ART, and Music programs		100%	No change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.12	Priority 7: Course Access Programs and services developed and provided to individuals with exceptional Source: Instructional minutes	2023-24: 100% Providing PE, ART, and Music programs	2024-25: 100% Providing PE, ART, and Music programs		100%	No change
1.13	Priority 8: Other Pupil Outcomes Students at grade level in Lexia (K-5) and PowerUp (6-8) Source: Lexia, PowerUp **Percentage of students performing at grade level according to i-Ready Diagnostic results (K–8) Source: i-Ready Diagnostic	2023-24: Lexia: 11% on grade level. PowerUp: 24% on grade level.	No results on iReady Diagnostic at this time, as this is a new local diagnostic.		Lexia: 80% on grade level. PowerUp: 80% on grade level.	No data due to changing metrics from Lexia to iReady.

Goal Analysis [2024-25]

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

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

The district made significant progress in implementing its planned actions while adapting to emerging needs and opportunities throughout the 2024–25 school year. Implementation efforts focused on enhancing academic supports, expanding enrichment opportunities, and leveraging strategic partnerships.

Successful Implementation

Action 1.1: Implementation was highly effective due to the addition of a staff member who provided direct instructional and social-emotional support to both special education and English Learner (EL) students. This targeted staffing enabled more differentiated instruction and increased student engagement.

Action 1.2: The planned facility enhancement project was successfully completed, bolstered by additional REAP funds from the federal government. The full execution of this action improved both the learning environment and school safety.

Action 1.3: Collaboration with Greenfield and the integration of STEAAAMM (Science, Technology, Engineering, Arts, Agriculture, Math, and Multilingualism) professional development supported deeper instructional alignment and innovation. This partnership led to measurable improvements in interdisciplinary instruction and educator confidence.

Modified Implementation

Action 1.4: Originally planned as an after-school academic support program, this action was significantly expanded and incorporated into the Expanded Learning Opportunities Program (ELOP). The modified program now includes a wide range of enrichment activities—such as podcasting, cooking, art, music, dance, crocheting, Spanish, Korean, and physical education—alongside academic supports rooted in the STEAAAMM framework. This expansion reflects responsiveness to student interests and educational partner input while promoting whole-child development.
No implementation challenges noted.

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.

EXPENDITURE DIFFERENCES:
1.1 The costs were originally based on the cost of a teacher who was at a higher place on the salary schedule. The new hire was at a lower cost and there is projected to be a saving of $10,103.

1.2 The district is reflecting the additional funding received in federal REAP funds in the amount of $19,308 that is to be used for technology needs such as hardware, software and consultants.

1.3 No difference

1.4 This category is a reflection of funds spent from the ELO-P program. The new administration has created a more effective program that meets all the regulations and compliance requirements of the program. The result is a use of current year funding and unexpended prior year funding in the amount of $49,180 as a means to implement the program.

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

Based on our analysis of metrics and outcomes, the implementation of actions showed varying levels of effectiveness in achieving Goal 1, as demonstrated by both quantitative data and qualitative indicators.

1.1 (ELA: All Students & Hispanic, Metric 1.5; Math: All Students, Hispanic, Metric 1.6) In ELA: this action demonstrated emerging effectiveness through increased student ELA CAASPP metrics, though academic impact data is still developing. It was effective for both ELs and Hispanic students. In Math: this action did not achieve the desired outcomes, with math year outcomes in distance from standard for all students, ELs, SED, and Hispanic students falling below target metrics. These actions will be modified as detailed in Prompt 4. Metrics 1.1, 1.2, 1.3, 1.4(basic services and implementation of state standards) are also at high levels, contributing to the effectiveness of the actions.

1.2 (ELA: All Students & Hispanic, Metric 1.5; Math: All Students, Hispanic, Metric 1.6) In ELA: this action demonstrated emerging effectiveness through increased student ELA CAASPP metrics, though academic impact data is still developing. It was effective for both ELs and Hispanic students. In Math: this action did not achieve the desired outcomes, with math year outcomes in distance from standard for all students, ELs, SED, and Hispanic students falling below target metrics.

1.3 (CAST: Metric 1.7) demonstrated strong effectiveness, as evidenced by increased student achievement in CAST, increasing by 25.6%.

1.4 (2024 ELA CAASPP; Metric 1.5) demonstrated emerging effectiveness through increased student ELA CAASPP metrics, though academic impact data is still developing. It was effective for both ELs and Hispanic students.

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

Goal:
No changes were made to the goal statement, as our analysis indicates that the current goal continues to address the identified needs.

Metric:

For Metric 1.13, Changed from Lexia to i-Ready.

Target Outcomes:
No changes were made to the metrics, as they continue to provide relevant and accurate measures of progress.

Actions:
For Action 1.2, titled "Technology- Hardware and Software and training, " we revised the action to include the addition of interactive whiteboards and removal of iPads.

For Action 1.3, titled "Updated Curriculum in Social Studies and Science," we revised the action to expand the curriculum focus and include STEAAAMM (Science, Technology, Engineering, Agriculture, Architecture, Art, Math, and Music).

For Action 1.4, titled "The Expanded Learning Opportunities program focused on English Learners, Low-income Students, and Foster/Homeless Youth," we revised the action to reflect the transition from a traditional after-school program to an Expanded Learning Opportunities Program (ELOP) model. The updated action now includes 50 minutes of dedicated homework support and staffing by eight team members who run the program five days a week for two hours after school. In addition to academic support, a wide variety of after-homework enrichment activities were added to better support students' social, emotional, and creative development. These include sewing, crocheting, dance, music, cooking, VAPA, sports, STEAAAMM (Science, Technology, Engineering, Agriculture, Architecture, Art, Math, Music), Spanish, Korean, and other hands-on opportunities for student engagement.

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	Individualized Learning Supports (material/staff) and training	Intervention materials and additional support staff will be made available to all students with an emphasis on English learners and socioeconomically disadvantaged students identified as more than one year below grade level in reading fluency and comprehension as measured by our local reading assessments. Staff development for certificated and classified staff, as well as supports for behavioral/social-emotional health and positive school climate, based on student/staff/community needs.	$86,621.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.2	Technology-Hardware and Software and training	Provide upgraded technology to students and teachers. This includes hardware (computers and interactive whiteboards), as well as software. Staff development for classified and certificated staff based on students' technology needs with an emphasis on low-income, foster youth, and English learner students to ensure a well rounded educational program. (don't charge when computers break low-income) access at home.	$35,920.00	Yes
1.3	Updated Curriculum in Social Studies and Science	Provide updated curriculum in Social Studies, Science, and STEAAAMM for all grade levels aligned with CCSS and NGS Standards.	$18,042.00	No
1.4	The Expanded Learning Opportunities program focused on English Learners, Low-income Students, and Foster/HomelessYouth	Expanded Learning Opportunities Program (ELOP) model with 50 minutes of homework support and eight staff members to help run the program five days a week for two hours after school. After-homework activities were developed for students, including sewing, crocheting, dance, music, cooking, VAPA, sports, Science Technology Engineering Agriculture Architecture Art Math Music (STEAAAMM), Spanish, Korean, art, and other hands-on opportunities for students to engage in socially and creatively.	$13,102.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Mission School will provide a safe, clean, and functional school environment for students, staff and visitors. (Basic Services and Conditions)	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.

Students and staff need a safe, clean, orderly, well-maintained environment to provide optimal opportunities for students to learn, and teachers to instruct. With the passage of the $1,500,000 bond, the district now has access to $1,370,000 in available funding to support improvements in facilities and infrastructure needs. These factors can lead to more productive teachers, a better learning experience, healthier teachers and staff, fewer student sick days, reduced allergy and asthma symptoms, more positive parental involvement, equipment longevity, and a stronger sense of school pride. Students and staff also need a safe and secure campus to function optimally. The actions and metrics support the overarching goal of ensuring that students and staff have a safe, clean, orderly, well-maintained environment.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Priority 1: Basic Services Safe, clean functional facilities maintained Source: Facility Inspection Tool (FIT)	2023-24: "Good" rating with two findings	2024-25: "Good" rating with two findings		"Good" rating with no more than one finding	No change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	Priority 5: Pupil Engagement Middle school dropout rates Source: Local Student Information System	2023-24: 0%	2024-25: 0%		0%	Maintain 0% drop out rate for all student groups.
2.3	Priority 6: School Climate Pupil suspension rates Source: CA Dashboard	2023-24: 0%	2024-25: 0%		0%	Maintain 0% suspension rate for all student groups.
2.4	Priority 6: School Climate Pupil expulsion rates Source: DataQuest	2023-24: 0	2024-25: 0		0	Maintain 0% expulsion rate for all student groups.
2.5	Priority 6: Safety and School Connectedness for 3rd - 8th Grades Source: CA Healthy Kids Survey 2024-25 Source: Internal Survey Data. “My feelings matter to my classroom teachers and staff” with 30% of students selecting Strongly Agree	2023-24: Do the teachers and other grown ups at school care about you? 73.2% = Yes, all of the time 9.8% = Yes, most of the time 12.2% = Yes, some of the time 4.9% = No, never	2024-25: My feelings matter to my classroom teachers and staff. 30% = Strongly Agree 70% = Agree		80% of students in 3rd-8th grade reported that there are caring adults on campus all of the time. New Outcome Target Data: “My feelings matter to my classroom teachers and staff” with 30% of students selecting	Metric question changed slightly; increased by +16%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	and 70% selecting Agree.				Strongly Agree and 70% selecting Agree.	
2.7						

Goal Analysis [2024-25]

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.

Mission USD made significant progress in implementing the planned actions for this goal, while adapting to emerging needs and challenges throughout the 2024–25 school year. The LEA prioritized expanding access to academic tools, instructional materials, and student wellness supports to meet the evolving needs of students and families. The implementation demonstrated strong alignment with district priorities and equity-focused goals.

Successful Implementation

Action 2.1: Implementation was highly successful. The district utilized additional resources to complete key repairs and renovations, install new appliances, and transition to preparing meals on-site—enhancing the nutritional quality and efficiency of food services.

Action 2.2: The LEA successfully expanded access to academic platforms and digital learning tools, including the integration of Grammarly, i-Ready, Eureka Math, and Clever. These additions supported differentiated instruction and increased student engagement with core content.

Action 2.3: This action was also successfully implemented and enhanced beyond initial expectations. The district hired an additional counselor and case manager, ensuring more than 25 hours per week of student support. A full continuum of Tier 1, Tier 2, and Tier 3 wellness interventions was delivered during the school day and extended through the Expanded Learning Opportunities Program (ELOP).

These implementations collectively reflect a coordinated effort to address both academic and wellness needs across the student body, ensuring access to supports beyond the traditional school day.

No challenges noted in implementation. No substantive differences from the original planned actions occurred.

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

The LEA experienced varying degrees of alignment between planned expenditures and actual spending, reflecting both operational adaptations and implementation realities throughout the year.

EXPENDITURE DIFFERENCES:
2.1: This goal is based on the district's maintenance program. The district is required to expend at least 3% of its total budgeted expenditures. Due to additional one-time maintenance projects, the district maintenance costs were expended above the required 3% for a total increase of $76,124. These projects included a new security system and updates to the kitchen. The kitchen required updates as the district had not been providing students with meals. The food service program was re-implemented, and the kitchen was not up to the required standards for food safety. In addition, the district negotiated a raise of 4% for all employees after the original LCAP had been completed.

2.2: The district received additional supplemental funding ($25,034). A portion of these funds and lottery instructional materials in the amount of $12,190 were allocated to this goal as a means to provided additional instructional materials to students.

2.3: The new administration recognized the need for additional counseling support for students. The increased cost of $7,682 was the result of the district hiring a part time counselor.

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

Effectiveness of Each Action

Action 2.1: Maintenance Staff and Supplies - Metric 2.1
Effectiveness: *Effective*
The FIT inspection resulted in a “Good” rating with two findings—identical to the baseline year. This suggests the action maintained a safe and clean environment but did not yet produce measurable improvement. Continued monitoring and targeted upgrades are needed to reduce findings and reach the Year 3 target of no more than one finding.

Action 2.2: Instructional Supplies and Materials - Qualitative feedback
Effectiveness: *Highly Effective*
Instructional supports such as Grammarly, iReady, and Eureka Math were fully implemented, enhancing learning environments. Though not directly tied to quantifiable outcomes in the metrics (2.1-2.7) above, teacher and student usage feedback supports this action’s contribution to instructional quality and engagement. The materials aligned with classroom needs and supported ongoing instruction in core areas. Strong effectiveness is also demonstrated by CAST (Metric 1.7), increasing by 25.6%.

Action 2.3: Counseling Support (Tiered Interventions + ELOP) - Metric 2.4, 2.5, 2.6, 2.7, and 4.1
Effectiveness: *Highly Effective*

This action supported 25+ hours/week of counseling services and was critical in maintaining a 0% suspension and expulsion rate. The tiered intervention model, extended to after-school programs, fostered stronger school connectedness and likely contributed to stable attendance and positive school climate metrics. These trends support continuation and potential expansion of this service. Chronic Absenteeism (Metric 4.1) decreased by 9% for all students and had even larger declines for Hispanic students and Socioeconomically disadvantaged students. These declines speak to the effectiveness of our Counseling program

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.

Changes to Goal Statement:
No changes were made to the goal statement, as our analysis indicates that the current goal continues to address the identified needs.

Changes to expected outcomes:
No changes were made to the expected outcomes, as current targets remain appropriate.
Metric 2.7: Changed the outcome data to match the new internal survey questions and responses.

Changes made to metrics:
We adjusted the metrics to reflect trends in data from a survey, resulting in a new outcome statement: “My feelings matter to my classroom teachers and staff” with 30% of students selecting Strongly Agree and 70% selecting Agree.
Metrics numbers were changed to be consecutive (2.1-2.5)

Changes made to actions:
Action 2.2 has revised to include updated curriculum and instructional resources. The updated description now states: “Provide adequate instructional supplies and materials for each grade level, including updated curriculum in Science, as well as STEAAAMM, i-Ready, Grammarly, and Eureka Math.”

Action 2.3 has been adjusted by the inclusion of this language: This includes Tier 1, Tier 2, and Tier 3 interventions, 25 hours of counseling per week, and expanded support through the ELOP program.

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	Maintenance Staff and Supplies	Provide adequate maintenance staff, vendor relationships, supplies, and equipment to maintain safe and orderly, clean grounds and facilities.	$102,336.00	No
2.2	Instructional Supplies and Materials	Provide adequate instructional supplies and materials for each grade level, including updated curriculum in Science, as well as STEAAAMM, i-Ready, Grammarly, and Eureka Math.	$17,048.00	No
2.3	Counseling Support	Create and expand a comprehensive counseling program to identify and address barriers to student attendance and school connectedness, and strengthen relationships with students and families. This includes Tier 1, Tier 2, and Tier 3 interventions, 25 hours of counseling per week, and expanded support through the ELOP program.	$45,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Mission School will provide multiple systems of communication and opportunities to increase parent and family engagement and support a positive, family-oriented school climate where families feel included in the decision-making process and welcome on campus during school events. An emphasis on building partnerships with parents and the school community will be enhanced through the use of global statements regarding schoolwide expectations, an intrinsic reward system to promote positive behavior, increased team sports, and expanded parent engagement opportunities. (Parent and Family Engagement) (School Climate)	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

The LEA has developed this goal because it is imperative to engage and support parent involvement and family engagement. Students whose parents are connected to the school tend to behave better, and are able to learn more optimally. By collaborating closely with families, schools can ensure student success. The metrics and actions are designed to facilitate this engagement and support for parents and families.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Priority 3: Parental Involvement Efforts to seek parent input in decision-making Source: Oversight Committee minutes with attendance logs	2023-24: No Oversight Committee (BOC) exists	2024-25: Bond Oversight Committee (BOC) met every other month for a total of 4 number of time; with an average attendance of 20 parents.		BOC meets 5 times with average attendance of 10 parents.	+4

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	Priority 3: Parental Involvement Promote parental participation for unduplicated students Source: Oversight Committee minutes with attendance logs	2023-24: No Oversight Committee (BOC) exists	2024-25: 100% of BOC meetings had parents of unduplicated students in attendance for team decision-making (verify numbers/percentages)		100% of BOC meetings will have parents of unduplicated students in attendance for team decision-making	+100%
3.3	Priority 3: Parental Involvement Promote parental participation for individuals with exceptional needs Source: Oversight Committee minutes with attendance logs	2023-24: No Oversight Committee (BOC) exists	2024-25: 100% of BOC meetings had parents of students with exceptional needs in attendance for team decision-making (verify numbers/percentages)		100% of BOC meetings will have parents of unduplicated students in attendance for team decision-making	+100%

Goal Analysis [2024-25]

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

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

The district made significant progress in implementing our planned actions while adapting to emerging needs and challenges throughout the year.

Successful Implementation:

Action 3.1: This action was successfully implemented through a shift from a traditional PBIS extrinsic reward system to an intrinsic reward model, aimed at sustaining improved student outcomes. New strategies included a monthly principal's luncheon and a staff recognition system. Additionally, the student council was empowered to lead initiatives and participate in decision-making, strengthening student agency and school culture.

Action 3.3: The originally planned Parent Advisory Committee (PAC) was effectively transitioned into a Bond Oversight Committee, which includes a diverse group of community members from both within and outside the district. This restructured committee provided valuable insights and broadened community representation.

Action 3.4: The district expanded and sustained a broad array of athletic opportunities throughout the school year. Students engaged in multiple sports offerings, which supported both physical well-being and school connectedness.

Action 3.5: The district fully and successfully implemented this action by monitoring daily, weekly, and monthly student attendance, and supporting students who exhibit chronic absenteeism by regularly attending school.

Non-Implemented Action:

Action 3.2: This action, intended to provide translation support for families, was not implemented as planned. However, the need was addressed internally. The superintendent, who is bilingual, assumed responsibility for family translation services. Consequently, no funds were required to support this action, and resources were redirected accordingly.

This implementation record reflects the district’s adaptability and focus on continuous improvement, especially in enhancing student engagement, strengthening partnerships, and fostering a positive learning environment.

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

The LEA experienced varying degrees of alignment between planned expenditures and actual spending, reflecting both operational adaptations and implementation realities throughout the year.

3.1 There were no costs related to the parent advisory committee as this goal is now being achieved by the implementation of the Bond Oversight Committee.

3.2 This goal had no costs as the new superintendent is bilingual.

3.3 This goal is not reporting any additional costs related to absenteeism. This goal is met through the support of current office support staff and did not require additional costs.

3.4 No material differences reported.

3.5 No funding attached to this action.

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

Action 3.1: Implement Global Behavior Management System

Effectiveness:
This action has been **effective** in fostering a positive school climate. The shift from extrinsic rewards under the PBIS system to a Global Behavior Management System emphasizing intrinsic motivation contributed to sustained improvements in student behavior and engagement. Implementation included the monthly principal's luncheon, staff recognition initiatives, and the empowerment of student council members to participate in decision-making. These activities promoted schoolwide expectations, encouraged positive interactions, and elevated student voice—all key components of a strong school climate.

Action 3.2: Provide Translation Stipend to Staff

Effectiveness:
This action was **partially effective**. Although the originally planned stipend for translation services was not implemented, the Superintendent/Principal, who is bilingual, fulfilled this need internally. As a result, families continued to receive necessary language access services without incurring additional costs. While the goal of ensuring access for non-English-speaking families was achieved, the sustainability of this approach may require further evaluation.

Action 3.3: Establish a Bond Oversight Committee (BOC)

Effectiveness:
This action was **highly effective** in increasing parental involvement in school decision-making. The Bond Oversight Committee (BOC), which replaced the original Parent Advisory Committee, met four times during the year with an average attendance of 20 parents. Importantly, 100% of meetings included participation from parents of unduplicated pupils and students with exceptional needs. This represents a substantial increase from the baseline (no existing committee in 2023–24) and demonstrates meaningful progress toward inclusive family engagement.

Action 3.4: Develop and Increase Team Sports

Effectiveness:
This action was **effective** in strengthening school connectedness and promoting student wellness. The expansion of team sports for students in grades 3–8 provided structured extracurricular opportunities that fostered a sense of belonging and school pride. Though not directly tied to a metric in this goal, anecdotal evidence and full implementation without budget variances support the conclusion that this action has positively contributed to the school climate.

Action 3.5: Address Chronic Absenteeism

Effectiveness:
This action was **highly effective**, as evidenced by significant reductions in chronic absenteeism across student groups. The district monitored attendance consistently and implemented targeted support strategies for students exhibiting chronic absenteeism. Metric 4.1 results demonstrate measurable improvement:

All students**: Chronic absenteeism declined by **9%**
Hispanic students**: Declined by **12%**
Socioeconomically disadvantaged students**: Declined by **13.4%**

These outcomes reflect strong progress toward creating a more engaged and supportive school environment.

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.

Changes to Goal Statement:
The goal has been updated to better align with findings from school climate and behavioral support analysis, emphasizing a new focus on the use of global statements regarding schoolwide expectations and an intrinsic reward system to promote positive behavior.

Changes to expected outcomes:
We adjusted the expected outcomes to reflect educational partner feedback and structural changes, resulting in the replacement of the previously proposed Parent Advisory Committee (PAC) with a more inclusive Bond Oversight Committee (BOC). The BOC will meet every other month during the school year and include parent and community representation in school planning and oversight. Specifically, the revised outcome is to maintain a functioning Bond Oversight Committee (BOC) that meets at least five times per school year, supporting transparent communication and inclusive decision-making.

Changes made to metrics:
We replaced 3.1, 3.2, and 3.3 with updated metrics aligned to the implementation of the Global Behavior Management System, the elimination of the translation stipend due to bilingual leadership, and the establishment of a larger, all-inclusive Bond Oversight Committee

(BOC) to improve alignment with the data insights from school leadership and program evaluation. In, 3.1,3.2,3.3, we replaced SST Meetings with Problem Solving Team Meetings to improve alignment with the data insights from site-level reflection and updated intervention team practices. The baseline metric data for Problem Solving Team Meetings was revised due to updated terminology and improved clarity in defining the support process.

Metrics 3.1, 3.2, and 3.3 were revised the baseline and target to represent the Bond Oversight Committee (BOC) rather than the Parent Advisory Committee and SST meetings, because the BOC is the lead committee influencing LEA decision making and has the most significant educational partner involvement.
We replaced the source from the Local Self-Reflection Indicator to Bond Oversight Committee minutes with attendance logs for metrics 3.1, 3.2, 3.3.

Changes made to actions:
Action 3.1 was revised to reflect a shift away from PBIS toward a new Global Behavior Management System. The updated description is: “Implementing global statements regarding school-wide expectations, supported by Tier 1 and Tier 2 interventions. Promoting a positive school culture through activities such as the principal’s luncheon, staff recognition, and empowering student council for effective decision-making at the student level.” This change supports a more unified, school-wide behavioral approach and emphasizes student voice and recognition.

Action 3.2, titled “Provide translation stipend to staff member,” will be eliminated for 2025–2026. This decision is based on the fact that the current Superintendent/Principal is fluent in Spanish, eliminating the need for a separate stipend.

Action 3.3 was updated to reflect the successful development and implementation of a larger, all-inclusive Oversight Committee (BOC). This replaces the previously proposed Parent Advisory Committee (PAC) initiated by the former principal. The BOC now serves a broader function, incorporating parent and community input into school planning and oversight. The advisory committee advises on many aspects of the district, such as the district's LCAP, bond oversight, and other issues as needed, and includes parents from all student groups (EL, SWD).

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	Global Behavior Management System	Implementing global statements regarding school wide expectations, supported by Tier 1 and Tier 2 interventions. Promoting a positive school culture through activities such as the principal’s luncheon, staff recognition,	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		and empowering student council for effective decision-making at the student level.		
3.2	Provide translation stipend to staff member	Redesigned action. Translation will be provided to families as needed. The current Superintendent/ Principal is fluent in Spanish and provides these services.	$0.00	No
3.3	Parent Advisory Committee (PAC) is being shifted to a larger, all-inclusive BOC (Bond Oversight Committee)	The Parent Advisory Committee (PAC) is being shifted to a larger, all-inclusive BOC (Bond Oversight Committee), which now comprises both in-district and out-of-district community members. This committee meets regularly to promote transparency, encourage community involvement, and discuss topics important to Mission School families which develop strategies and solutions to support all students, particularly English learners, low-income youth, and foster/homeless youth.	$0.00	No
3.4	Develop and increase team sports for students in 3rd - 8th grades	Develop and increase team sports programs for students in grades 3 - 8 to provide a well-rounded academic and athletic experience in which students can be motivated to engage in the school experience as a scholar athlete.	$12,384.00	No
3.5	Address Chronic Absenteeism	Monitor daily, weekly, and monthly student attendance, and support students who exhibit chronic absenteeism with regularly attending school. This action will support All students, specifically Hispanic and socioeconomically disadvantaged students, who are performing at the lowest indicator (red) in Chronic Absenteeism on the CA Dashboard.	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	School attendance is of the utmost importance for student success, therefore the District will develop a plan to address chronic absenteeism. The new Attendance Intervention System will call parents or guardians at the home of a student who has an unverified attendance on weekly basis. The attendance intervention team of school secretary, superintendent/principal, curriculum specialist, and counselor will meet every two weeks to address unverified absences. Parents or guardians will receive a truancy letter twice in a trimester to improve attendance.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Mission has identified chronic absenteeism as a significant issue impacting student success and overall academic performance, for all students, including Hispanic and socioeconomically disadvantaged groups. They are currently low performing, (Red) on the CA Dashboard. Consistent attendance is crucial for fostering a positive learning environment and establishing routines that support educational progress. By prioritizing this goal and implementing the specific metrics and actions, Mission intends to create an environment where every student has the opportunity to fully participate in their education and thrive academically.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Chronic Absenteeism Rate	2022-23: 24.2% for all students	2023-24: 15.2%for all students		10% for all students	All students: Declined 9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: CA State Dashboard	26.3% for Hispanic students 45.2% for Socioeconomically disadvantaged	14.3% for Hispanic students 31.8 % for Socioeconomically disadvantaged		10% for Hispanic students 10% for Socioeconomically disadvantaged	Hispanic students: Declined 12% Socioeconomically disadvantaged: Declined 13.4%
4.2	100% contact on letters sent and meetings held with parents of students who have Chronic Absenteeism. 2024-25	No base line exists because this is a new activity starting in 2024-25.	100% contact on letters sent and meetings held with parents of students who have Chronic Absenteeism.		75% of Parents attending meetings held at school	Baseline set in 2024-25, Year 1
4.3	Priority 5: Pupil Engagement School attendance rates Source: School Information System	2023-24 P2: _94.9%___	2024-25 P2: _95%___		P2: _95%___	+.1- minimal change

Goal Analysis [2024-25]

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

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

The district made significant progress in implementing our planned actions while adapting to emerging needs and challenges throughout the year.

SUCCESSFUL IMPLEMENTATION:
4.1; this was successfully implemented. This was tracked by trimester with the attendance clerk, supporting this endeavor. In addition, we monitored trends for students to alert us to those who had high levels of absenteeism created interventions to support those students. This included conversations with parents with students and could also include additional counseling as needed.

MODIFIED IMPLEMENTATION:

4.3: The implementation of this action was modified due to wanting to innovate for a more engaging and cutting-edge way to communicate with students, which includes newscasts in a weekly format, led by the student council.
4.2: This action was modified and implemented due to the successful implementation of 4.1, and as such, funding was moved to allow for strong communication. The district attorney was not needed to support attendance at Mission this year, which is a success.

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.

4.1 No material differences.
4.2 No material differences.
4.3 No material differences.

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

Based on our analysis of metrics and outcomes, the implementation of actions showed varying levels of effectiveness in achieving Goal 4, as demonstrated by both quantitative data and qualitative indicators.

Action 4.1: Tracking Attendance Daily
Effectiveness: Highly Effective
This action demonstrated strong effectiveness, as shown by a substantial decline in chronic absenteeism (metrice 4.1) across all student groups: a 9% drop for all students, 12% for Hispanic students, and 13.4% for socioeconomically disadvantaged students. Regular follow-up by attendance clerks and intervention meetings with families were key contributors to this success. The system enabled timely responses and personalized support for students with attendance challenges.

Action 4.2: Parent Communication Event with District Attorney
Effectiveness: Not Implemented
This action was not carried out during Year 1, as the effectiveness of Action 4.1 reduced the immediate need for intervention at the DA level. It may be revisited in future years if chronic absenteeism trends reverse or plateau, particularly among persistently absent student groups.

Action 4.3: Positive Communication Campaign (Attendance E-Postcards)
Effectiveness: Emerging Effectiveness
Though not directly measured by a distinct metric, this action demonstrated emerging effectiveness through increased student engagement and school pride. Formal impact data on attendance rates tied to this recognition system is being reviewed.

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.

Changes to Goal Statement:
The goal has been updated to better align with recent analysis of attendance trends, emphasizing a proactive and systematic approach to addressing chronic absenteeism. The new Attendance Intervention System includes weekly calls to parents or guardians regarding unverified absences and biweekly meetings of a multidisciplinary intervention team. Additionally, truancy letters will be issued twice per trimester to promote consistent student attendance.

Changes to expected outcomes:
No changes were made to the expected outcomes, as current targets remain appropriate.

Changes made to metrics:
No changes were made to the metrics, as they continue to provide relevant and accurate measures of progress.

Changes made to actions:
Actions 4.1 have been adjusted by adding support from the superintendent, curriculum specialist, and counselor to address chronic absenteeism through district-level monitoring, outreach strategies, and collaboration with school staff and families. This change was made to address data trends indicating a need for more targeted and coordinated efforts to reduce chronic absenteeism.

Action 4.2 was modified as they were found to be less effective based on current needs. As a result, the immediate need for DA-level intervention decreased. This action may be revisited if chronic absenteeism trends reverse

Action 4.3 have been adjusted by adding weekly announcements through newscasts led by Ms. Heredia, Ms. Rico, and student council to promote attendance, celebrate student successes, and foster schoolwide engagement. This change was made to address educational partner feedback and to enhance school climate and student recognition efforts.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Tracking attendance daily	Office personnel will call and/or email parents of a student who has an unverified absence each morning to determine the reason for the absence	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		and whether it is excused or unexcused. In addition, the superintendent, curriculum specialist, and counselor will provide support to reduce chronic absenteeism through district-level monitoring, outreach strategies, and collaboration with school staff and families.		
4.2	Parent Communication	Providing yearly parent information meeting presentation event with the district attorney. This platform will allow the DA to present facts , policies, procedures, and law pertaining to attendance, truancy, and chronic absenteeism, and provide parents the chance to ask and answer questions.	$0.00	No
4.3	Providing positive communication for students/parents whose child is attending school at 95% or higher for the school year each last Friday of the month.	Office support and/or the school principal will communicate positive messages via email each final Friday of the month to students who are attending school at an average rate of 95% or higher for the month. In addition, weekly announcements will be shared through newscasts led by Ms. Heredia, Ms. Rico, and student council to promote attendance, celebrate student successes, and foster schoolwide engagement.	$0.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$100,710.00	$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
7.095%	0.000%	$0.00	7.095%

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:** Individualized Learning Supports (material/staff) and training **Need:** After analyzing student ELA and Math data from the 2023 CA Dashboard, we found that all students scored 2.1 points below the standard in ELA, with our Hispanic subgroup performing 11.3 points below standard. In Math, all students scored 31.9 points below	This action provides intervention materials and dedicated instructional support staff to improve ELA and Math outcomes for all students, with a focused benefit to unduplicated pupils who are not meeting grade-level standards. While all students may access these supports, unduplicated pupils are expected to benefit the most based on their performance gaps. The decision to implement this action on an LEA-wide basis is grounded in the operational and	CAASPP ELA-1.5 All Students Hispanic Math-1.6 All Students Hispanic

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	the standard, while our Hispanic subgroup scored 37.7 points below standard. **Scope:** LEA-wide	instructional structure of the district. Mission Union Elementary School District employs a centralized intervention model that enhances flexibility and efficiency in deploying specialized staff across multiple grade levels. Given the district's small size and the distribution of unduplicated pupils across all grade spans, this approach ensures that every student in need, particularly English learners and socioeconomically disadvantaged students, can consistently access high-quality instructional support. Additionally, this structure allows the district to respond swiftly to assessment data by reallocating intervention staff and materials to where they are most needed, thereby promoting equity and responsiveness in academic support delivery.	
1.2	**Action:** Technology-Hardware and Software and training **Need:** After analyzing student ELA and Math data from the 2023 CA Dashboard, we found that all students scored 2.1 points below the standard in ELA and in Math, all students scored 31.9 points below the standard. **Scope:** LEA-wide	This action ensures that teachers are equipped with the necessary skills and resources to enhance the quality of education provided to all students. Furthermore, ensuring access to technology at home, particularly for low-income families by not charging for repairs, contributes to equitable learning opportunities beyond the classroom. The LEA-wide implementation is justified due to the centralized structure of the district. Technology and related supports must be equitably available to all classrooms to ensure consistent instructional quality and access to learning. In a small district where unduplicated pupils are enrolled across multiple grades, this approach allows for uniform implementation, faster troubleshooting, and immediate support in response to student and staff needs. It ensures that technology resources can	CAASPP ELA-1.5 All Students Hispanic Math-1.6 All Students Hispanic

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
		be deployed strategically and equitably to maximize academic outcomes for all students, especially those who are historically underserved.	
1.4	**Action:** The Expanded Learning Opportunities program focused on English Learners, Low-income Students, and Foster/HomelessYouth **Need:** In the 2022-23 ELA CAASPP, the following results demonstrate the need for ELs and SED students: -2.1 below distance from standard for all students -34.6 for ELs -38.2 for Socioeconomically Disadvantaged -11.3 Hispanic **Scope:** LEA-wide	The Expanded Learning Opportunities program provides a safe and structured environment where English learners, foster youth, and low-income students receive additional academic support and enrichment activities. These programs create opportunities for personalized learning and academic growth, leading to improved outcomes in ELA for these students. While this action is designed to primarily benefit unduplicated pupils, it is implemented LEA-wide to maximize program reach and sustainability. Offering the program to all students ensures equitable access, reduces stigma, and increases participation—particularly for high-need student groups. Given the district's size and centralized program delivery model, an LEA-wide approach enables efficient use of staff and facilities, consistent program quality, and the ability to adapt services based on real-time data and partner input.	2024 ELA CAASPP-1.5 All students ELs Socioeconomically Disadvantaged Hispanic
2.3	**Action:** Counseling Support **Need:** The (chronic) absenteeism rates for 2022-23 are as follows: 24.2% for all students 26.3% for Hispanic students 45.2% for Socioeconomically disadvantaged (low-income)	Counseling services provide personalized support to low-income students, helping them address barriers that may impact their attendance. Counselors work closely with students and their families to develop strategies that encourage consistent school attendance. By fostering a supportive and understanding environment, school counseling services help improve attendance rates, contributing to better academic performance.	The chronic absenteeism rates (4.1) for: All students Hispanic students Socioeconomically disadvantaged (low-income) students

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	While this action prioritizes low-income students, it is implemented LEA-wide to maximize program impact and respond flexibly to emerging student needs. The LEA-wide model is particularly effective in a small district, allowing counselors to coordinate seamlessly across grade levels, address individual and systemic attendance challenges, and build relationships with a broader student and family base. This delivery method ensures efficient use of staff time and resources while maintaining a focus on students most at risk of disengagement.	

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

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.

Mission does not have 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. We plan to meet the required percentage in the actions and funds allotted listed above.

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.

Mission does not receive a concentration grant add on, therefore, this prompt is not applicable.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	District does not receive concentration funds	NA
Staff-to-student ratio of certificated staff providing direct services to students	District does not receive concentration funds	NA

2025-26 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	1,419,470.00	100,710.00	7.095%	0.000%	7.095%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$277,948.00	$0.00	$17,085.00	$35,420.00	$330,453.00	$166,767.00	$163,686.00

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	Individualized Learning Supports (material/staff) and training	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$86,621.00	$0.00	$86,621.00				$86,621.00	
1	1.2	Technology-Hardware and Software and training	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$0.00	$35,920.00	$500.00			$35,420.00	$35,920.00	
1	1.3	Updated Curriculum in Social Studies and Science	All	No			All Schools	On-going	$0.00	$18,042.00	$18,042.00				$18,042.00	
1	1.4	The Expanded Learning Opportunities program focused on English Learners, Low-income Students, and Foster/HomelessYouth	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$0.00	$13,102.00	$13,102.00				$13,102.00	
2	2.1	Maintenance Staff and Supplies	All	No			All Schools	On-going	$67,762.00	$34,574.00	$102,336.00				$102,336.00	
2	2.2	Instructional Supplies and Materials	All Students with Disabilities	No			All Schools	On-going	$0.00	$17,048.00	$17,048.00				$17,048.00	
2	2.3	Counseling Support	Low Income	Yes	LEA-wide	Low Income	All Schools	On-going	$0.00	$45,000.00	$27,915.00		$17,085.00		$45,000.00	
3	3.1	Global Behavior Management System	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
3	3.2	Provide translation stipend to staff member	English Learners	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
3	3.3	Parent Advisory Committee (PAC) is being shifted to a larger,	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	

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
		all-inclusive BOC (Bond Oversight Committee)														
3	3.4	Develop and increase team sports for students in 3rd - 8th grades	All	No			All Schools	Ongoing	$12,384.00	$0.00	$12,384.00				$12,384.00	
3	3.5	Address Chronic Absenteeism	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
4	4.1	Tracking attendance daily	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
4	4.2	Parent Communication	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
4	4.3	Providing positive communication for students/parents whose child is attending school at 95% or higher for the school year each last Friday of the month.	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	

2025-26 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
1,419,470.00	100,710.00	7.095%	0.000%	7.095%	$128,138.00	0.000%	9.027 %	**Total:**	$128,138.00
								LEA-wide Total:	$128,138.00
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Individualized Learning Supports (material/staff) and training	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$86,621.00	
1	**1.2**	Technology-Hardware and Software and training	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$500.00	
1	**1.4**	The Expanded Learning Opportunities program focused on English Learners, Low-income Students, and Foster/HomelessYouth	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$13,102.00	
2	**2.3**	Counseling Support	Yes	LEA-wide	Low Income	All Schools	$27,915.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$210,711.00	$361,152.63

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**	Individualized Learning Supports (material/staff) and training	Yes	$64,416.00	$54,313.00
1	**1.2**	Technology-Hardware and Software and training	Yes	$16,612.00	$35,920.00
1	**1.3**	Updated Curriculum in Social Studies and Science	No	$18,042.00	$18,042.00
1	**1.4**	After School Program focused on English Learners, Low-income Students, and Foster/HomelessYouth	Yes	$13,102.00	$62,282.00
2	**2.1**	Maintenance Staff and Supplies	No	$60,744.00	$136,868.00
2	**2.2**	Instructional Supplies and Materials	No	$7,972.00	$20,161.63
2	**2.3**	Counseling Support	Yes	$13,000.00	$20,682.00
3	**3.1**	PBIS Tiers 1 and 2	No	$1,814.00	0
3	**3.2**	Provide translation stipend to staff member	Yes	$1,034.00	0
3	**3.3**	Develop a Parent Advisory Committee (PAC)	No	$0.00	0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	**3.4**	Develop and increase team sports for students in 3rd - 8th grades	No	$12,384.00	$12,384.00
3	**3.5**	Address Chronic Absenteeism	No	$1,091.00	0
4	**4.1**	Tracking attendance daily	No	$0.00	0
4	**4.2**	Parent Communication	Yes	$500.00	$500.00
4	**4.3**	Providing positive communication for students/parents whose child is attending school at 95% or higher for the school year each last Friday of the month.	No	$0.00	0

2024-25 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)
88756	$89,739.00	$173,697.00	($83,958.00)	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**	Individualized Learning Supports (material/staff) and training	Yes	$58,207.00	$54,313.00	0	0
1	**1.2**	Technology-Hardware and Software and training	Yes	$3,896.00	$35,920.00	0	0
1	**1.4**	After School Program focused on English Learners, Low-income Students, and Foster/HomelessYouth	Yes	$13,102.00	$62,282.00	0	0
2	**2.3**	Counseling Support	Yes	$13,000.00	$20,682.00	0	0
3	**3.2**	Provide translation stipend to staff member	Yes	$1,034.00	0	0	0
4	**4.2**	Parent Communication	Yes	$500.00	$500.00	0	0

2024-25 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)
1396467	88756	0	6.356%	$173,697.00	0.000%	12.438%	$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 2025-26, 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 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 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 32526(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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