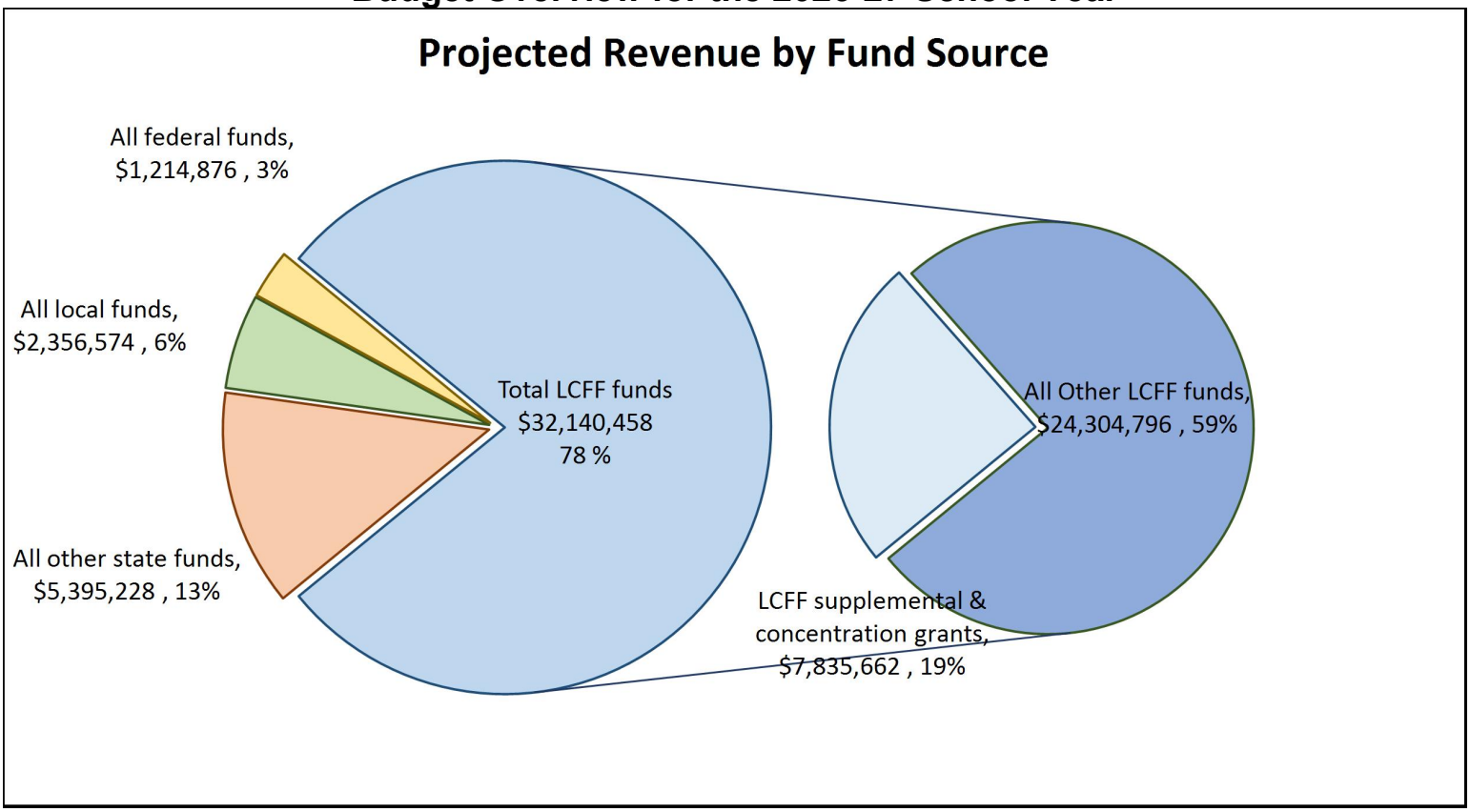
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Salida Union School District
CDS Code: 50-71266-0000000
School Year: 2026-27
LEA contact information:
Dante Alvarez
Superintendent

209-545-0339

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2026-27 School Year

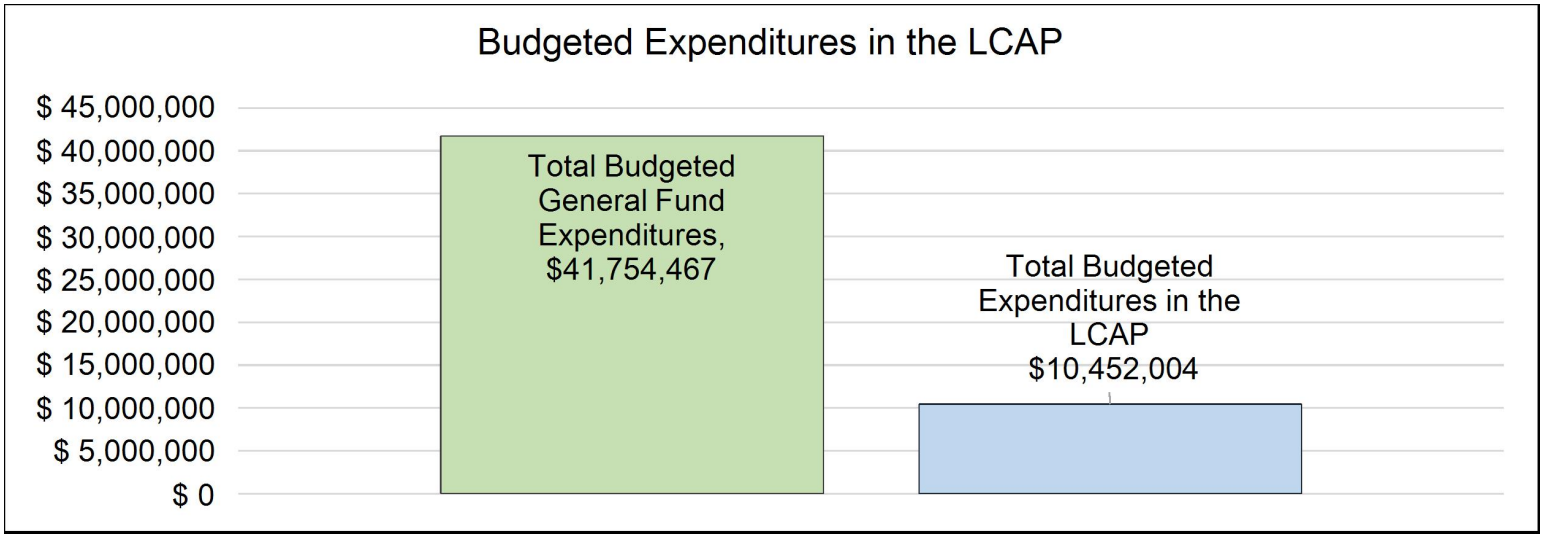


This chart shows the total general purpose revenue Salida Union School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Salida Union School District is $41,107,136, of which $32,140,458 is Local Control Funding Formula (LCFF), $5,395,228 is other state funds, $2,356,574 is local funds, and $1,214,876 is federal funds. Of the $32,140,458 in LCFF Funds, $7,835,662 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 Salida Union School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Salida Union School District plans to spend $41,754,467 for the 2026-27 school year. Of that amount, $10,452,004 is tied to actions/services in the LCAP and $31,302,463 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

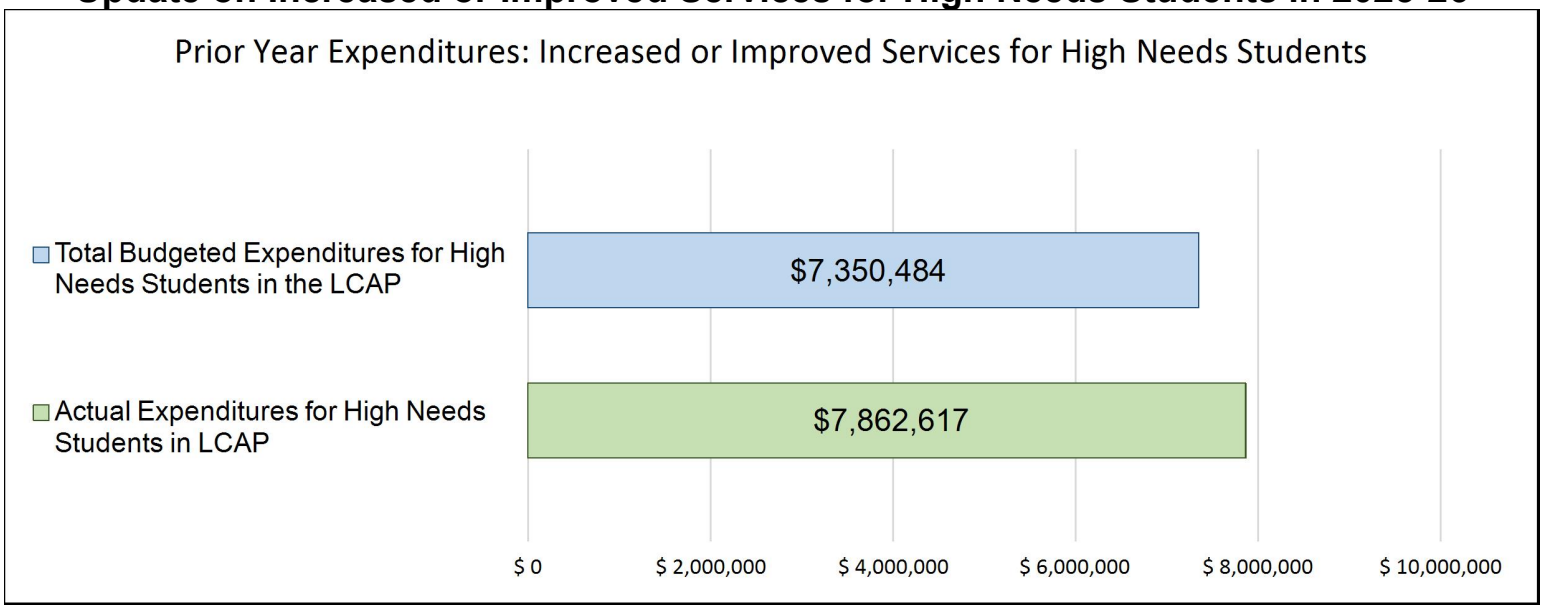
General Fund expenditures outside of the Local Control and Accountability Plan (LCAP) cover necessary expenses including salaries, benefits, supplies, and other services.

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

In 2026-27, Salida Union School District is projecting it will receive $7,835,662 based on the enrollment of foster youth, English learner, and low-income students. Salida Union School District must describe how it intends to increase or improve services for high needs students in the LCAP. Salida Union School District plans to spend $8,404,353 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2025-26, Salida Union School District's LCAP budgeted $7,350,484 for planned actions to increase or improve services for high needs students. Salida Union School District actually spent $7,862,617 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Salida Union School District	Dante Alvarez Superintendent	dalvarez@salida.k12.ca.us 209-545-0339

Plan Summary [2026-27]

General Information

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

The Salida Union School District (SUSD) serves the northern portion of Stanislaus County. Salida is an unincorporated community with a diverse and growing population. SUSD is a TK–8 district serving 2,086 students. The district's student population reflects the diversity of the community: 69.46% Hispanic, 15.20% White, and 2.01% African American, with additional representation across other racial and ethnic groups. Approximately 21.33% of students are English Learners (ELs). Students with disabilities (SWDs) total 264 students, representing 12.66% of district enrollment. The district's unduplicated pupil percentage is 82.84%, with 1,728 students identified as English Learners, foster youth, and/or socioeconomically disadvantaged.

There are no schools within the district receiving the Equity Multiplier funding.

Reflections: Annual Performance

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

The 2025 Dashboard reflects:
Strong improvement in ELA and Mathematics
Blue performance in English Learner Progress
Green performance in Science
Continued decline in Chronic Absenteeism

Stable and improving Suspension Rates

Priority focus areas moving forward include:
Students with Disabilities (ELA & Math)
Long-Term English Learners (ELA & Math)
Homeless students (Chronic Absenteeism & Suspension)
Strengthening middle-grade connectedness

English Language Arts (ELA) - Yellow - 23.4 points below standard, Increased 9.5 points, 69.4% of students improved from the prior year (Average Growth)

ELA distance from standard shows meaningful improvement from 32.9 points below standard in 2024 to 23.4 points below standard in 2025.
Student group highlights:
Hispanic students: +9.5 points (Yellow)
English Learners: +5.8 points (Yellow)
Homeless students: +32.6 points (Yellow)
Two or More Races: +37.3 points (Yellow)

Students with Disabilities remain an area of need at 99.2 points below standard (Orange), though performance increased 6.9 points.

Mathematics -Yellow - 49.3 points below standard, Increased 7.7 points, 67.8% of students improved from the prior year (Average Growth)
Mathematics performance improved from 57.0 points below standard (2024) to 49.3 points below standard (2025).
Student group highlights:
English Learners: +9.3 points
Homeless students: +27.1 points
Long-Term English Learners: +15.0 points
Students with Disabilities: +14.8 points

While improvement is evident, Students with Disabilities (113.6 points below standard) and Long-Term English Learners (112.8 points below standard) remain priority groups.

English Learner Progress - Blue - 55.7% making progress, Increased 11.0%, This represents strong growth and places the district above the state average (46.4%).

Long-Term English Learners show: Green - 48.0% making progress (+2.1%)

Additionally, 53.0% of English Learners progressed at least one ELPI level in 2025, reflecting improved language acquisition outcomes.

Science (Informational Indicator) - Green - 49.6 points above standard, Increased 3.7 points
Hispanic students (Green) and Socioeconomically Disadvantaged students (Green) both performed above standard.

Student Engagement & Climate

Chronic Absenteeism - Yellow - 12.8% chronically absent, Declined 2.4 percentage points. Down from 15.1% in 2024 and significantly improved from post-pandemic highs.
By subgroup:
English Learners: Green (9.0%)
White students: Green (9.7%)
Long-Term English Learners: Green (7.3%)
Two or More Races: declined 10.6 points
Area of concern:
Homeless students: Red (34.9%)
The overall downward trend (from 34.2% in 2022 to 12.8% in 2025) reflects strong district engagement strategies.

Suspension Rate - Yellow -2.8% suspended - Maintained overall; improved from 3.5% in 2019.
Subgroup highlights:
Two or More Races: Green (2.9%)
Homeless: declined 4.4 points
Long-Term English Learners: Red (7.9%)
African American: Red (6.7%)

Two LEA student groups emerged as Red on the 2023 Dashboard—Homeless in Mathematics and Two or More Races in Chronic Absenteeism.
At Salida Middle School, the 2023 Dashboard identified two student groups with the Lowest Performance Levels—English Learners and Two or More Races.

The district demonstrated great success on the 2024 CA Dashboard in the areas of Chronic Absenteeism and Suspension Rate. There were slight declines in the Academic Performance areas. The district was not identified for Differentiated Assistance for either the 2024–25 or 2025–26 school years. Additionally, no schools in the LEA received the Lowest Performance Level on any state indicators on the 2023 CA Dashboard. This strong performance is echoed in parent survey results, with 92% of parents agreeing that the district fosters a welcoming environment and 97.5% affirming a positive school climate and strong sense of school connectedness.

Fall 2024 Dashboard Highlights

Chronic Absenteeism:
The Chronic Absenteeism rate shows 15.1% chronically absent (Yellow; High) and a 10% decline. All Chronic Absenteeism rates are below the Year 3 Target. The district is 5.1% away from crossing into Medium (Green). The pre-pandemic rate was 7.9% chronically absent (2019

Dashboard). The district will continue to focus on declining to 10% or less. (Medium; Green).

Suspension Rate:
The suspension rate shows 2.9% (Green; Medium), with a decline of 0.3%. The district is below the pre-pandemic rate of 3.5% (2019 Dashboard).

Academics:
English Language Arts:
Overall performance declined by 6.6 points, 32.9 points below standard (Orange; Low). The district is 27.5 points away from meeting the target of 5 points below standard and moving into the Medium range. The district is 19.3 points away from its pre-pandemic rate (2019 - 13.6 points below standard).

Local Data: 3rd Grade Reading scores increased by 9%, rising from 51% to 60% of students reading at or above grade level (Lexile Scores; i-Ready Reading).

Mathematics:
Overall performance declined by 3 points, now 57 points below standard (Orange; Low). The district is 32 points away from meeting the target of 25 points below standard and moving into the Medium range. The district is only 13.8 points away from its pre-pandemic rate (2019 - 43.2 points below standard).

English Learner (EL) Progress:
Overall performance declined by 8%, with 44.7% of ELs making progress towards English language proficiency (Orange; Low). The district dipped slightly below the Medium range by 0.3% and must increase by 2% or more to return to Green next year.

Student Group Performance Outcomes

The 2024 CA Dashboard shows encouraging progress for the Homeless student group in mathematics, with a 12.7-point increase, moving them out of the Red and into the Yellow performance level. Despite still being 90.5 points below standard, this marks meaningful growth among the 19 students included in this metric. However, two areas have emerged this year for the Homeless student group:

- Suspension Rate: 8.8% suspended at least once; increased 5.7%; Very High; Red (34 students).
- ELA: 85.8 points below standard; declined significantly by 25.3 points; Very Low; Red (18 students).

Overall, these fluctuations in performance data highlight the continued need for targeted support for Homeless students.

The 2024 California Dashboard also shows progress for the Two or More Races student group, which saw a 9.2% decline in chronic absenteeism. This improvement moved the group out of Red and into Orange. Despite this progress, chronic absenteeism remains Very High at 27.5%, affecting 102 students, and affirms the need to continue to monitor this student group.

A new student group, Long-Term English Learners (LTELs), was reported for the first time on the 2024 California Dashboard, bringing greater visibility to their academic performance:

- English Language Arts (ELA): 85.3 points below standard; Red; Very Low. (135 students)
- Mathematics: 127.8 points below standard; Red; Very Low. (135 students)

At Salida Middle School, the 2023 Dashboard identified two student groups with the Lowest Performance Levels—English Learners and Two or More Races. However, both groups have shown positive changes in performance.

English Learners
- Math increased by 12.1 points, moving out of Red (Yellow; Low; 93.7 points below standard; 503 students).

Two or More Races
- Chronic Absenteeism: No longer in Red; Very High (35.7% chronically absent; increased 4.6%; 28 students).
- Suspension: No longer in Red; Very High (14.3% suspended at least once; declined 0.6%; 28 students).

Learning Recovery and Emergency Block Grant (LREBG)

Salida USD has unexpended LREBG funds for the 2025-2026 school year.

A review of state and local data indicates significant chronic absenteeism rates among the following student groups:
- Very High: Homeless, Students with Disabilities, African American, Two or More Races.
- High: Socioeconomically Disadvantaged, Asian, Hispanic, Native Hawaiian or Pacific Islander, White, English Learners, and Long-Term English Learners. (See Metric 2.3 – Table A http://bit.ly/4bhnpGi)

LREBG funds, detailed in Goal 1, Actions 3 and 4; Goal 2, Actions 1 and 2, directly support student engagement opportunities that foster a positive school environment and provide health, counseling, and crisis intervention services. These services improve students' overall well-being, helping them build resilience and cope with challenges that might lead to absenteeism.

These actions align with allowable uses of funds and integrate evidence-based pupil supports to address barriers to learning, including health, counseling, or mental health services.

Reflections: Technical Assistance

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

Not Applicable.

Comprehensive Support and Improvement

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

Schools Identified

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

No schools in the district were identified.

Support for Identified Schools

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

Not Applicable.

Monitoring and Evaluating Effectiveness

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

Not Applicable.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers Principals Administrators Other school personnel	Salida Union School District engages educational partners in a continuous improvement process grounded in the Plan-Do-Study-Act cycle, meaningful collaboration, and shared decision-making to advance student success. Timeline: March and April 2026 The Superintendent met with staff at each school site through five separate meetings to support development of the LCAP. During these meetings, staff reviewed the current draft of the LCAP goals and actions, identified strengths within existing actions that are positively impacting student outcomes, and considered areas where actions may need to be revised or strengthened. Staff also used California Dashboard data to assess the effectiveness of current actions and services. Discussions centered on Goal 1 actions, with a focus on increasing proficiency for English learners, Long-Term English Learners, and newcomers; improving outcomes for students with disabilities; accelerating literacy; and strengthening achievement in English Language Arts, mathematics, and science. Staff also reviewed the impact of release time dedicated to professional development and the role of district instructional coaches in supporting student achievement.

Educational Partner(s)	Process for Engagement
	Staff additionally engaged in discussions related to Goal 2 actions, including fostering strong relationships and positive school climates; implementing Positive Behavioral Interventions and Supports (PBIS) and social-emotional learning lessons; and supporting the implementation of School Wellness Centers. Additional topics included effective student engagement strategies, creating safe and healthy learning environments, providing health and wellness support services, maintaining campus safety, and offering a personalized approach to family engagement. Input from these meetings was documented and organized by category, grade span, and school site. The information gathered was then shared with the Salida USD Board of Trustees in April.
Parents	Timeline: Fall 2025/Spring 2026 Surveys In fall 2025, Salida USD administered a parent survey focused on school climate, school connectedness, and parent involvement. The survey provided families with an opportunity to share feedback regarding welcoming school environments, relationships with staff, communication, and opportunities for engagement in the educational process. Results from the survey were reviewed and to support analysis of district strengths, identified needs, and priorities for continuous improvement. In spring 2026, parents participated in the Measurable Results Assessment (MRA) developed by Leader In Me®. This survey gathered additional feedback related to family engagement, school culture, academic supports, and areas for growth. The district used these results in conjunction with local survey data, Dashboard data, and input from other educational partners to help inform the development and refinement of LCAP goals, actions, and services.
English Learner Parents	Timeline: October 2025, November 2025, February 2026, and April 2026 During District English Language Advisory Committee (DELAC) meetings, parents of English Learners provided input regarding programs and services to support EL students. District EL data was

Educational Partner(s)	Process for Engagement
	shared and reviewed, and discussions emphasized the importance of regular school attendance, effective home-to-school communication, and access to translation and interpretation services for families. Parents also discussed academic supports available to EL students, including small-group reading instruction, additional paraprofessional support in classrooms, i-Ready personalized instruction in reading and mathematics, the Imagine Language & Literacy digital intervention program, middle school mathematics support, and targeted support for students, including explicit academic language instruction for Long-Term English Learners. At the February 5, 2026 meeting, DELAC members responded to questions regarding district strengths, areas for improvement, factors that support student success, and additional programs or services needed to better serve students and families. This input provided valuable feedback to inform the refinement of services, communication, and support for English Learners. On April 9, 2026, the Superintendent presented a draft of the 2026–27 LCAP to DELAC for review and feedback.
Parent Advisory Committee	Timeline: Two Meetings — December 2025 and May 2026 During the December 2025 meeting, the committee reviewed district goals, California Dashboard data, and proposed actions and services. Members engaged in discussion and provided input regarding district strengths, areas for improvement, factors that support student success, and additional programs or services that could further meet student and family needs. During the May 2026 meeting, the committee reviewed a draft of the 2026–27 LCAP and provided feedback to inform final revisions prior to presentation to the Board of Trustees.
Students	Timeline: Spring 2026 Surveys and Middle School Student Panel Discussion

Educational Partner(s)	Process for Engagement
	Students participated in the Measurable Results Assessment (MRA) developed by Leader In Me®, which gathered student feedback related to leadership, school culture, learner empowerment, and goal achievement. The survey results contributed to the district's understanding of student experiences and were used to support continuous improvement and LCAP development. Middle School Student Panel — April 2026 In April 2026, fifty middle school students participated in a student forum with the Superintendent. Discussion topics included academics, school culture, school safety, the Student Wellness Center, electives, and lunchtime activities. Student input provided valuable insight into school experiences and helped inform the district's planning and refinement of LCAP goals, actions, and services.
Local Bargaining Units - STA, CSEA	The district consulted with Salida Teacher's Association and Salida CSEA regarding Goals and Actions for the 2026-27 school year. Actions, programs and services were discussed to support and improve student outcomes.
SELPA	The district consulted with the local SELPA regarding Goals and Actions for the 2026-27 school year. Actions, programs, and services were discussed to support and improve student outcomes for Students with Disabilities (SWD).

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

The adopted LCAP was influenced by feedback gathered from educational partners through staff meetings, parent and student surveys, DELAC, the LCAP Advisory Committee, and a middle school student panel. The district used this input to confirm that the three existing LCAP goals should remain in place and to maintain key action areas focused on academics, school climate, student engagement, and family partnerships. Educational partners specifically supported continuing actions such as High-Quality Staff, Create Exceptional Learning Environments, Success in the Early Years, Strong Relationships and Positive School Climate, Student Engagement, Partners in Education, and Two-Way Communication.

Survey feedback also helped shape the emphasis within those actions. Student input highlighted the importance of hands-on learning, engaging group activities, visual examples, and classroom environments with fewer disruptions. Students also emphasized the need to feel safe, welcomed by staff, connected to trusted adults, and included in positive school activities. In response, the adopted LCAP continues to prioritize early literacy supports, push-in intervention services, professional learning for teachers, more engaging and real-world instructional approaches, PBIS, counseling and wellness supports, school safety, electives, PE, arts, music, and STEAM opportunities. These priorities

align directly with the district's documented engagement process, including student discussions about academics, school culture, safety, wellness, electives, and engagement.

In addition, parent and advisory feedback reinforced the need for strong communication, continued academic supports for English learners, positive school climate, and meaningful family involvement. As a result, the adopted LCAP maintained actions related to translation support, two-way communication, schoolwide expectations, attendance support, and programs that strengthen relationships between schools and families. Overall, educational partner feedback did not change the district's three-goal structure, but it did influence the district's decision to preserve and strengthen the specific strategies and services included within those goals.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Ensure all students are college-and career-ready by implementing Common Core State Standards and create an exceptional learning environment that equitably supports and appropriately challenges.	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 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal was written to prioritize the district's need for continued improvement in Academic Performance in the areas of English Language Arts, Mathematics, and English Learner Progress. The district includes an action to focus on success in the early years when closing the achievement gap is the smallest.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Teachers appropriately credentialed and assigned (Priority 1 - Basic Services)	(2023 Dashboard) Standard Met 0% Misassignments	(2024 Dashboard) Standard Met 0% Misassignments	(2025 Dashboard) Standard Met 0% Misassignments	Maintain 0% Misassignments	Target Met The district maintained 0% Misassignments.
1.2	SUSD Teaching Experience and Staffing	(2023-24) 41% (46/112) teachers have worked in the district 15 or more years. Admin – 10 FTE	(2024-25) 39% (42/107) teachers have worked in the district 15 or more years.	(2025-26) 35% (38/109) teachers have worked in the district 15 or more years.	Retain strong talent and leadership and staffing.	6% fewer teachers have worked in the district for 15 or more years. Teacher experience by

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Certificated – 130.1 FTE (including Teachers, Speech/Psychologist,Counselors) Classified – 96.65 FTE	Admin – 11 FTE Certificated – 125.10 FTE (including Teachers, Speech/Psychologist, Counselors) Classified – 97.30 FTE	Admin – 12 FTE Certificated – 123 FTE (including Teachers, Speech/Psychologist, Counselors) Classified – 124 FTE		years is declining as more veteran teachers retire.
1.3	Grade Span Average (GSA) Teacher to Student Ratio	(2023-24) Dena Boer - 20.15 GSA Perkins Elementary - 19.38 GSA Salida Elementary - 21.88 GSA Sisk Elementary - 21.44 GSA	(2024-25) Dena Boer - 21.50 GSA Perkins Elementary - 24.70 GSA Salida Elementary - 22.88 GSA Sisk Elementary - 21.56 GSA	(2025-26) Dena Boer - 23.31 GSA Perkins Elementary - 25.30 GSA Salida Elementary - 21.88 GSA Sisk Elementary - 21.80 GSA	Maintain agreed upon Grade Span Average 26:1	Target Met All schools are below 26:1. Dena Boer - +3.16 GSA Perkins Elementary - +5.92 GSA Salida Elementary - +0.00 GSA Sisk Elementary - +0.36 GSA
1.4	Instructional Minutes (Priority 8 - Other Pupil Outcomes)	(2023-24) Grades TK-K: 54,065 Grades 1-3: 54,065 Grades 4-5: 54,065 Grades 6-8: 58,950	(2024-25) Grades TK-K 54,135 Grades 1-3 54,135 Grades 4-5 54,135 Grades 6-8 59,140	(2025-26) Grades TK-K 54,135 Grades 1-3 54,135 Grades 4-5 54,135 Grades 6-8 59,140	Maintain instructional minutes at or above the Instructional Time Requirement.	Target Met The district maintained instructional minutes at or above the Instructional Time Requirement
1.5	Sufficient access to standards aligned instructional materials (Priority 1 - Basic Services)	(2023 Dashboard) Standard Met	(2024 Dashboard) Standard Met 0% of students without access to	(2025 Dashboard) Standard Met 0% of students without access to	Maintain 0% of students without access to standards aligned	Target Met The district maintained 0% of students without

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		0% of students without access to standards aligned instructional materials	standards aligned instructional materials	standards aligned instructional materials	instructional materials	access to standards-aligned instructional materials.
1.6	Implementation of state adopted academic content and performance standards (Priority 2 - Implementation of State Standards) 5 – Full Implementation and Sustainability 4 – Full Implementation 3 – Initial Implementation 2 – Beginning Development 1 – Exploration and Research Phase	(2023 Dashboard) Local Performance Indicator Self-Reflection Instructional Materials 5 - ELA 5 - ELD 4 - Math 4 - History Social 3 - Science NGSS Implementation of Standards 5 - Physical Education 5 - Health Education 3 - Visual and Performing Arts Not a HS district - Metrics don't apply: Career Technical Education (N/A) World Language (N/A)	(2024 Dashboard) Local Performance Indicator Self-Reflection Instructional Materials 5 - ELA 5 - ELD 5- Math 5 - History Social 4- Science NGSS Implementation of Standards 5 - Physical Education 5 - Health Education 3 - Visual and Performing Arts Not a HS district - Metrics don't apply: Career Technical (N/A) Education (N/A) World Language (N/A)	(2025 Dashboard) Local Performance Indicator Self-Reflection Instructional Materials 5 - ELA 5 - ELD 5- Math 4 - History Social 5- Science NGSS Implementation of Standards 5 - Physical Education 5 - Health Education 5 - Visual and Performing Arts Not a HS district - Metrics don't apply: Career Technical Education (N/A) World Language (N/A)	Increase and maintain implementation to Level 4 in all areas	All areas increased or maintained Level 4.
1.7	3rd Grade Reading Lexile Score	(2023-2024) 3rd Grade Reading Diagnostic II	(2024-2025) 3rd Grade Reading Diagnostic II	(2025-2026) 3rd Grade Reading Diagnostic II	Maintain/increase the number of students who are	Target Met

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(Priority 8 - Other Pupil Outcomes) End of Trimester 2 3rd Grade Lexile Range: 520L to 820L	51% of students are reading at or above grade level	60% of students are reading at or above grade level	68% of students are reading at or above grade level	reading at or above grade level by 3%	3rd Grade Reading scores have increased by 17% of students reading at or above grade level.
1.8	English Language Arts (Priority 4 - Pupil Achievement)	(2023 Dashboard) ELA Performance Level Yellow; Low Increased 3.7 points 26.4 points below standard (ALL) 49.3 points below standard (EL) 28.7 points below standard (SED) 111.6 points below standard (SWD) Performance Level Red 85.3 points below standard (LTEL)	(2024 Dashboard) ELA Performance Level Orange; Low 32.9 points below standard (ALL) 53.9 points below standard(EL) 37.0 points below standard (SED) 106.1 points below standard (SWD) Performance Level Red 85.3 points below standard (LTEL)	(2025 Dashboard) ELA Performance Level Yellow; Low 23.4 points below standard (ALL) Increased 9.5 Points 48.1 points below standard (EL) Increased 5.8 points 28.3 points below standard (SED) Increased 8.7 points 99.2 points below standard (SWD) Increased 6.9 points 73.1 points below standard (LTEL) Increased 12.2 points Red: Salida Middle 125.6 points below standard (SWD) Declined 7.6 points	Target to: MEDIUM is 5 points below standard & GREEN Increase 3 points or more each year 17.4 points below standard (ALL) 40.3 points below standard (EL) 19.7 points below standard (SED) Increase 5 points or more each year 96.6 points below standard (SWD) Increase by 5 points or more each year 75.3 points below standard (LTEL)	Target Met Compared to Baseline - Net increase of at least 6 points: Increased by 12.4 points (SWD) Increased by 12.2 points (LTEL) Target Not Met Compared to Baseline - Did not meet net increase of at least 6 points: Increased by 3.0 points (ALL) Increased by 1.2 points (EL) Increased by 0.4 points (SED)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.9	Mathematics (Priority 4 - Pupil Achievement)	(2023 Dashboard) Mathematics Performance Level Yellow; Low Increased 14.1 points 54.0 points below standard (ALL) 80.1 points below standard (EL) 56.1 points below standard (SED) 142.8 points below standard (SWD) Student Groups in Red: District: 103.2 points below standard (Homeless) Salida Middle: 105.8 points below standard (EL) 127.8 points below standard (LTEL)	(2024 Dashboard) Mathematics Performance Level Orange; Low 57.0 points below standard (ALL) 80.7 points below standard (EL) 60.8 points below standard (SED) 142.8 points below standard (SWD) Student Groups in Red: District: 90.5 points below standard (Homeless) Salida Middle: 93.7 points below standard (EL) 127.8 points below standard (LTEL)	(2025 Dashboard) Mathematics Performance Level Yellow; Low 49.3 points below standard (ALL); Increased 7.7 points 71.4 points below standard (EL) Increased 9.3 points 54.1 points below standard (SED) Increased 6.7 points 113.6 points below standard (SWD) Increased 14.8 points 63.5 points below standard (Homeless) Increased 27.1 points 112.8 points below standard (LTEL) Increased 15 points Red: Salida Middle 169.5 points below standard (SWD) Declined 6.7 points	Target to: MEDIUM is 25 points below standard & GREEN Increase 3 points or more each year: 45.0 points below standard (ALL) 71.1 points below standard (EL) 47.1 points below standard (SED) Increase 5 points or more each year: 127.8 points below standard (SWD) 88.2 points below standard (Homeless) Salida Middle: 90.8 points below standard (EL) Increase by 5 points or more each year 117.8 points below standard (LTEL)	Target Met Compared to Baseline - Net increase of at least 6 points: Increased by 8.7 points (EL) Target Not Met Compared to Baseline - Did not meet net increase of at least 6 points: Increased by 4.7 points (ALL) Increased by 2.0 points (SED) Target Met Compared to Baseline - Net increase of at least 10 points: Increased by 29.2 points (SWD) Increased by 15.0 points (LTEL) Increased by 39.7 points (Homeless) Salida Middle: Increased by 12.1 points (EL)
1.10	California Science Test (CAST)	(2022-23)	(2023-24)	(2025 Dashboard)	Target: Increase 2% each year	Target Not Met - Did not meet net

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(Priority 4 - Pupil Achievement)	5th Grade 25.7% Met or Exceeded Standard 8th Grade 22.6% Met or Exceeded Standard (2024-25) CA Dashboard 2024 Establishing baseline: 18.5 points below standard; No color CA Dashboard 2025 49.6 Science Points Increased 3.7	5th Grade 18.25% Met or Exceeded Standard 8th Grade 15.97% Met or Exceeded Standard	Met 2% Target from 2024 Green; Medium 5th Grade 23.9% Met or Exceeded Standard 8th Grade 26.5% Met or Exceeded Standard Green; Medium 49.6 Science Points Increased 3.7 points	students Meeting or Exceeding Standard 5th Grade 31.7% Met or Exceeded Standard 8th Grade 28.6% Met or Exceeded Standard New Target: Increase by 2 science points each year.	increase of 4% over baseline 5th grade decreased 1.8% 8th grade increased 3.9%
1.11	English Learner Proficiency Index (ELPI) (Priority 4 - Pupil Achievement)	(2023 Dashboard) ELPI Green; Medium Increased 4.4% 52.6% making progress towards English language proficiency	(2024 Dashboard) ELPI Orange; Low Decreased 8% 44.7% making progress towards English language proficiency	(2025 Dashboard) ELPI Blue; High Increased 11% 55.7% making progress towards English language proficiency or maintaining the highest level	2% increase each year 58.6% making progress towards English language proficiency	Target Not Met - Did not meet net increase of 4% over baseline Increased 3.1%
1.12	EL Reclassification Rate (Priority 4 - Pupil Achievement)	(2023-2024) 59 students 9.41% ELs Reclassified	(2024-2025) 62 students 11.42% ELs Reclassified	(2025-2026) 68 students 15.28% ELs Reclassified	Maintain 50 or more students reclassified	Target Met 68 students reclassified an increase of 9 students Increased 5.87% from baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.13	Long Term English Learner (LTEL) Rate (Priority 4 - Pupil Achievement)	74 ELs are LTEL (9% of ELs are Long Term English Learners) October 2022 Information Day	60 ELs are LTEL (10% of ELs are Long Term English Learners) The district reduced the number of LTELs by 14 ELs. October 2023 Information Day	63 ELs are LTEL (11.8% of ELs are Long Term English Learners) October 2024 Information Day	Reduce the number of ELs identified as LTEL per year by 5.	Target Met The district reduced the number of LTELs by 11 ELs from baseline.
1.14	Elementary & Middle School Master Schedules (Priority 7 - Access to a Broad Course of Study)	(2023-24) Master schedules allocate instruction for students in ELA, ELD, Mathematics,Science, History Social, Physical and Health Education.	(2024-25) Master schedules allocate instruction for students in ELA, ELD, Mathematics, Science, History Social, Physical and Health Education.	(2025-26) Master schedules allocate instruction for students in ELA, ELD, Mathematics, Science, History Social, Physical and Health Education.	Maintain course access for elementary and middle school students in all content areas.	Target Met The district maintained course access for elementary and middle school students in all content areas.
1.15	Not a High School District. High School metrics are not applicable.	Not a High School District. High School metrics are not applicable.	Not a High School District. High School metrics are not applicable.	Not a High School District. High School metrics are not applicable.	Not a High School District. High School metrics are not applicable.	Not applicable.

Goal Analysis [2025-26]

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

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

There were no substantive differences between planned actions and the actual implementation of these actions.

Successes:
Action 1.1 – High-Quality Staff

- Maintaining appropriately credentialed and assigned teachers.
- Maintaining strong classified support staff

Action 1.2 – Creating Exceptional Learning Environments and Success in the Early Years
- Focusing on accelerating reading and mathematics learning.
- Implementing an inclusive approach for all students that eliminates barriers to learning.
- Monitoring classroom instruction and giving explicit feedback to teachers regarding instructional effectiveness.
- Providing professional learning for elementary teachers in English Language Arts/ELD and mathematics.
- Providing professional learning for middle school teachers to support content area instruction, Integrated ELD, and Quality IEPs.
- Providing professional learning on the new CA Mathematics framework focused on teaching and planning around Big Ideas and Open and Engaging Tasks.
- Providing ongoing collaborative planning time to support student learning and instructional strategies.
- Maintaining Grade Span Average (GSA) below 26:1

Action 1.3 – Success in the Early Years
- Providing early reading interventions with evidence-based curriculum, resources, and materials in K-2 grades.
- Providing intervention support to address the needs of at-risk students.

Action 1.4 – Math Outcomes for English Learners
- Accelerating EL progress in mathematics by identifying the gaps in foundational math skills and providing interventions to address identified needs.
- Implementing evidence-based instructional practices for English learners through professional development focused on academic language and discourse.

Action 1.5 – Math Outcomes for Homeless
- Tracking and monitoring students in mathematics and intervening when necessary.

The following action had a substantive difference in actual implementation for the first Trimester of 2025-2026:
Action 1.3 - LREGB Literacy Coach started December 2025 which was later than planned.

Action 1.4 - Providing mathematics interventions to address identified needs. Continued work is needed for full implementation at all sites and grades. LREBG will support 2026-2027.

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

There was not a substantial difference between the budgeted expenditures and estimated actual expenditures for this goal. The slight increase in estimated actual expenditures is primarily due to negotiated salary increases for staff associated with the implementation of this goal.

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

Based on a review of Goal 1 metrics and discussions with educational partners, the district is making progress toward Goal 1 to ensure all students are college- and career-ready by implementing Common Core State Standards and creating exceptional learning environments that equitably support and appropriately challenge.

Action 1.1 – High-Quality Staff effectively supported the successful implementation of LCAP actions aimed at improving outcomes for unduplicated students. Metrics 1.1 and 1.2 provide evidence that teachers are appropriately credentialed and assigned, contributing to effective, high-quality instruction.

Action 1.2 – Creating Exceptional Learning Environments has been effective through the implementation of key strategies that enhance instruction and build educator capacity. By providing rigorous and engaging instruction alongside targeted professional development, academic outcomes for unduplicated students are expected to continue improving.

Key Actions and Outcomes:
Instructional Time & Course Access: Required instructional time is maintained, ensuring elementary and middle school students have access to all content areas.
Instructional Materials: All students have access to standards-aligned materials.
Standards Implementation: State-adopted academic content and performance standards are fully implemented.
Grade Span Average: Maintained at 26:1.
Monitoring Instruction: Classroom instruction is routinely observed, with explicit feedback provided.
Collaborative Planning: Weekly collaboration allows educators to analyze district-wide assessment data, guiding instruction, and accelerating student learning.

Academic Performance Trends:

The district experienced increases in English Language Arts (ELA) and Mathematics on the 2025 Dashboard.
ELA: Currently 23.4 points below standard, increased 9.5 points. (Metric 1.8)
Mathematics: Currently 49.3 points below standard, increased 7.7 points. (Metric 1.9)
Science (Informational Purposes): Currently 49.6 science points, increased 3.7 points. (Metric 1.10)

The district continues to focus on targeted interventions and instructional strategies to improve student outcomes.

English Learner (EL) Progress:

The district's continued focus on evidence-based instructional practices for English learners is yielding positive results:
EL Progress Indicator (ELPI): 55.7% of ELs are making progress toward English proficiency, increased 11%. (Metric 1.11)
Reclassification: 68 EL students (15.28%) were reclassified, surpassing the district's goal of at least 50 students. (Metric 1.12)
Middle School EL Math: Increased by 5.7 points. (Metric 1.9)
Middle School LTEL Math: Increased by 15.6 points. (Metric 1.9)

Despite these gains, Long-Term English Learners increased from 60 to 68. The district still met the target from baseline, but not from prior year. (Metric 1.13) ELs demonstrate a 24.7 point difference in ELA and a 22.1 point difference in mathematics compared to All Students. The district remains committed to strengthening both Designated and Integrated ELD instruction, including the use of updated Benchmark Education ELD materials and enhancing core instruction through evidence-based instructional practices for ELs, such as scaffolded instruction, academic discourse, structured language support, and targeted small-group interventions to better support their academic growth.

Students with Disabilities (SWD):

Academic improvements for SWD reflect the district's commitment to equity, access, differentiation, and Universal Design for Learning (UDL):
ELA: Increased 6.9 points, totaling 12.4 points gained from 2023 baseline.
Mathematics: Increased 14.8 points, totaling 29.2 points gained from 2023 baseline.

The district continues to prioritize instructional strategies that promote engagement, equity, and targeted interventions to accelerate learning across all student groups.

Action 1.3 – Success in the Early Years has effectively supported student literacy development by the end of 3rd grade. This is demonstrated by Metric 1.7, which shows a 8% increase in reading scores for 3rd-grade students, with 68% reading at or above grade level within their Lexile range (520L to 820L). All elementary schools provide timely interventions to address the academic needs of at-risk students. Principals monitor small-group reading instruction and provide feedback to teachers and staff to ensure instructional effectiveness.

Action 1.4 – Math Outcomes for English Learners – This action has proven effective in improving math outcomes for English Learners: SBAC Math - 71.4 points below standard, Increased 9.3 points, Salida Middle School EL Math: Increased by 5.7 points. (Metric 1.9) and Salida Middle School LTEL Math: Increased by 15.6 points. (Metric 1.9)

Action 1.5 – Math Outcomes for Homeless – This action has been effective in supporting homeless students' math progress by leveraging Ellevation to provide comprehensive data reports accessible to district staff, site principals, and classroom teachers. The reports include EL status, IEP status, grade level, school, SBAC scores, and iReady Diagnostic scores (1, 2, and 3), enabling ongoing progress monitoring. As a result, teachers, counselors, and principals are able to review data each trimester and adjust intervention services accordingly. Due to the effectiveness of this tool in tracking math progress, the district has expanded its use to monitor ELA outcomes as well.

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.

Metric 1.10 - CAST - Target changed to increasing 2 science points.

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	High-Quality Staff	• Recruit, develop, and retain, strong talent and leadership across teaching, classified, and administrative roles through effective recruitment practices and career development. • Continue support staff positions that ensure the implementation of actions, programs, and services in LCAP. • Provide additional professional learning days for all certificated staff to focus on improving student outcomes.	$8,487,065.00	Yes
1.2	Create Exceptional Learning Environments	• Implement rigorous, engaging, high-quality instruction around clear expectations in all content areas fostered by rich academic discourse and supported by 21st-century skills. • Monitor classroom instruction and routinely give explicit feedback to teachers and staff regarding instructional effectiveness. • Provide ongoing collaborative planning time to support student learning and instructional strategies. • Collect and analyze district-wide diagnostic and formative assessments during weekly collaboration, utilizing assessment data to drive classroom instruction and accelerate student learning. • Implement evidence-based instructional practices for English learners by providing training to develop teacher and leader capacity to target the unique language needs of EL students and strengthen instructional delivery of Designated and Integrated ELD. • Implement evidence-based instructional practices for Long-term English learners (LTEL) by providing training focused on explicit academic language development and teaching strategies in all content areas. • Implement an inclusive approach that brings equity and access in all content areas and eliminates learning barriers by providing training and support for teachers, administrators, and support staff	$509,797.00	Yes

Action #	Title	Description	Total Funds	Contributing
		regarding effective differentiation and Universal Design for Learning (UDL). • Invest strategically in technology and provide professional learning that enhances, empowers, and inspires student learning experiences.		
1.3	Success in the Early Years	LREBG Action: • Ensure student acquisition of Literacy skills by the end of 3rd grade using standards-aligned, evidence-based curriculum, resources, and materials and provide training to develop teachers' knowledge and expertise in effective reading instruction. • Monitor small group reading instruction and routinely give explicit feedback to teachers and staff regarding instructional effectiveness. • Provide timely intervention using a push-in model of support to address the academic needs of at-risk students. (Tier 2 & Tier 3) • Continue school readiness parent meetings. (TK and K) Research shows that the use of educational coaches in literacy and ELA significantly improves student outcomes. When teachers receive ongoing, job-embedded support from coaches, they are more likely to implement evidence-based instructional practices, leading to improved reading comprehension, vocabulary development, and overall language proficiency for students. Coaching enhances teacher efficacy and promotes consistent, high-quality instruction across classrooms, benefiting all learners, including English Learners and students with diverse needs (Kraft, Blazar, & Hogan, 2018; Sailors & Shanklin, 2010; Biancarosa, Bryk, & Dexter, 2010). Metric to be used to monitor the Action: Metric 1.7 and 1.8 LREBG Funds supporting this action: $187,671.00 through the 2026-27 school year.	$206,349.00	Yes
1.4	Math Outcomes for English Learners	LREBG Action:	$57,859.00	Yes

Action #	Title	Description	Total Funds	Contributing
	(EL)/Long-Term English Learners (LTEL)	· Accelerate EL progress in mathematics by identifying the gaps in foundational math skills and provide interventions to address identified needs. · Implement evidence-based instructional practices for English learners through professional development and coaching aligned to the 2023 California Mathematics Framework, focusing on academic language and discourse that promotes EL students' expression of mathematical ideas, reasoning, and language that supports sense-making. · Track and monitor students in mathematics and intervene when necessary. (Salida Middle School) Research shows that math-focused coaching and professional development for English Learners (ELs) can significantly improve student outcomes. When teachers receive targeted support to integrate language development during math instruction and scaffold problem-solving strategies, ELs demonstrate greater gains in both mathematical understanding and academic language proficiency. These approaches also strengthen teacher effectiveness and improve EL and LTEL outcomes in math (Improving Math Outcomes for Middle School Multilingual Learners in Santa Clara County, REL West, 2023. https://ies.ed.gov/use-work/regional-educational-laboratories-rel/west/partnerships/improving-math-outcomes-for-middle-school-multilingual-learners-in-santa-clara-county). Metric to be used to monitor the Action: Metric 1.9 LREBG Funds supporting this action: $35,413.00 through the 2026-27 school year.		
1.5	Math Outcomes for Homeless Students	Track and monitor students in mathematics and intervene when necessary.	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Provide a holistic approach to increase student achievement that is committed to providing students, staff and parents a safe, secure, and well-maintained modern facility for learning that fosters student engagement.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal was written to prioritize the district's need for continued improvement in Academic Engagement (engaging students in their learning) and Conditions & Climate (providing a healthy, safe and welcoming 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	School Facilities are in good repair (Basic Services - Priority 1)	100% of school facilities rated at Good or Exemplary. (2023-2024) Average age of campuses: 36.4 years	100% of school facilities rated at Good or Exemplary. (2024-2025) Average age of campuses: 37.4 years	100% of school facilities rated at Good or Exemplary. (2025-2026) Average age of campuses: 38.4 years	Maintain 100% of school facilities at Good or Exemplary.	Target Met 100% of school facilities at Good or Exemplary.
2.2	District Attendance Rate (Pupil Engagement - Priority 5)	P2 Attendance Rate: (2023-2024) SUSD K-8: 94.42% TK-3: 94.53% TK: 92.98%	P2 Attendance Rate: (2024-2025) SUSD K-8: 94.82%	P2 Attendance Rate: (2025-2026) SUSD K-8: 95.38% TK-3: 95.32%	Increase attendance rates to 96% and above.	Target Not Met SUSD K-8: 95.38% TK-3: 95.32% TK: 94.65%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			TK-3: 94.71% TK: 93.19%	TK: 94.65%		
2.3	Chronic Absenteeism Rate (Pupil Engagement - Priority 5)	(2023 Dashboard) Performance Level: Yellow; Very High Declined Significantly; 9.1% 25.2% chronically absent (ALL) 21.9% chronically absent (EL) 26.7% chronically absent (SED) 33.1% chronically absent (SWD) 10.1% chronically absent; Declined 9.1% (LTEL) 2025: RED student group: 34.9% chronically absent (Homeless)	(2024 Dashboard) Performance Level: Yellow; High Declined by more than 3% 15.1% chronically absent; Declined 10% (ALL) 11.7% chronically absent; Declined 10.2% (EL) 15.6% chronically absent; Declined 11.1% (SED) 22.2% chronically absent; Declined 10.9% (SWD) 10.1% chronically absent; Declined 9.1% (LTEL) See LREGB Metric - Chart A: Salida USD - Chronic Absenteeism (http://bit.ly/4bhnpGi)	(2025 Dashboard) Performance Level: Yellow; High 12.8% chronically absent (ALL) Declined 2.4% 9% chronically absent (EL) Declined 2.7% 13.6% chronically absent (SED) Declined; 2% 21.2% chronically absent (SWD) Declined 1% 7.3% chronically absent (LTEL) Declined 2.8%	Target to: Medium is 10.0% or less; Decline by 3% or more each year 16.2% chronically absent (ALL) 12.9% chronically absent (EL) 17.7% chronically absent (SED) 24.1% chronically absent (SWD) 10.0% or less chronically absent (LTEL)	Year 3 Target Met All Chronic Absenteeism rates are below the target. Declined by more than 3% 12.8% chronically absent (ALL) Declined 12.4% 9% chronically absent (EL) Declined 12.9% 13.6% chronically absent (SED) Declined; 13.1% 21.2% chronically absent (SWD) Declined 11.9% 7.3% chronically absent (LTEL) Declined 2.8% New RED student group: 34.9% chronically absent (Homeless) Baseline established 2025

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						The district will continue to focus on declining to 10% or less; Medium; Green.
2.4	Middle School dropout rate (Pupil Engagement - Priority 5)	(2022-2023) Middle School drop-out rate: 0%	(2023-2024) Middle School drop-out rate: 0%	(2024-2025) Middle School drop-out rate: 0%	Maintain 0% drop-out rate.	Target Met Middle School drop-out rate was maintained at 0%.
2.5	Suspension Rate (School Climate - Priority 6)	(2023 Dashboard) Performance Level: Yellow; High Declined; 1.2% 3.2% suspended once (ALL) 2.7% suspended once (EL) 3.3% suspended once (SED) 2.7% suspended once (SWD) (2024 Dashboard) 7.1% suspended once; Declined 0.7% (LTEL)	(2024 Dashboard) Performance Level: Green: Medium 2.9% suspended once; Declined 0.3% (ALL) 1.8% suspended once; Declined 1% (EL) 3.0% suspended once; Declined 0.4% (SED) 3.3% suspended once; Increased 0.6% (SWD)	(2025 Dashboard) Performance Level: Yellow; Medium 2.8% suspended once; Maintained - 0.1% (ALL) 2.9% suspended once; Increased 1.1% (EL) 2.8% suspended once; Maintained - 0.2 (SED) 3.9% suspended once; Increased 0.6% (SWD) RED Student groups: 7.9% suspended once; Increased 0.8% (LTEL)	Target to: Medium is 3% or less; Decline by 0.3 or more each year 2.3% suspended once (ALL) 1.8% suspended once (EL) 2.4% suspended once (SED) 1.8% suspended once (SWD) Decline by 2% or more each year (LTEL) 3.1% suspended once	Year 3 Target Met : 2.8% suspended once; Maintained - 0.1% (ALL) Target Not Met for following groups: 3.9% suspended once; Increased 0.6% (SWD) 7.9% suspended once; Increased 0.8% (LTEL) 6.7% suspended once; Increased 2.5% (African American)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			7.1% suspended once; Declined 0.7% (LTEL)	6.7% suspended once; Increased 2.5% (African American)		
2.6	Expulsion Rate (School Climate - Priority 6)	(2022-2023) DataQuest District-wide expulsion rate 0%	(2023-2024) DataQuest District-wide expulsion rate 0%	(2024-2025) DataQuest District-wide expulsion rate 0%	Expulsion rate will remain below 2% district-wide	Target Met Expulsion rate remained below 2% district-wide
2.7	Creating a Welcoming Environment (School Climate - Priority 6) Families answering "Agree" • When you walk onto your school campus, do you feel the school is inviting and a place where you "Belong"? • Is the school a welcoming place where families can drop in and connect with school staff and other families? • Are parents welcome to volunteer their services in the	(Fall 2023) Participated: 698 families Overall Rating: 94.7% selected "Agree"	(Fall 2024) Participated: 577 families Overall Rating: 92.0% selected "Agree"	(Fall 2025) Participated: 726 families Overall Rating: 92.6% selected "Agree"	Maintain overall score at 90% or above selecting "Agree".	Target Met Maintained an overall score at 90% or above selecting "Agree". Overall Rating: -2.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	school or individual classrooms?					
2.8	School Connectedness (School Climate - Priority 6) Families answering "Agree" • My child feels safe at his/her school? • Does the school provide a feeling of caring and trust? • My child feels connected to at least one adult on campus. • My child is treated respectfully by school staff. • As a parent/guardian, I am treated respectfully by school staff.	(Fall 2023) Participated: 698 families Overall Rating: 96.2% selected "Agree"	(Fall 2024) Participated: 577 families Overall Rating: 97.5% selected "Agree"	(Fall 2025) Participated: 726 families Overall Rating: 96.1% selected "Agree"	Maintain overall score at 90% or above selecting "Agree". Overall Rating: - 0.1%	Target Met Maintained an overall score at 90% or above selecting "Agree". Overall Rating: - 0.1%
2.9	Measurable Results Assessment Leader in Me® (School Climate - Priority 6) Culture	(Spring 2024) Participated: 1,143 Students 176 Staff 134 Families	(Spring 2025) Participated: 1,182 Students 144 Staff 466 Families	(Spring 2026) Participated: 861 Students 140 Staff 504 Families	Target: 80%; Effective Increase measures by 4% each year • School Belonging - 85.2%	Categories did not increase by 4% each year • School Belonging - increased 3.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	• School Belonging • School Climate • Trusted Relationships	• School Belonging - 73.2% • School Climate - 79.2% • Trusted Relationships - 76.6%	• School Belonging - 75.2% • School Climate - 83.4% • Trusted Relations hips - 76.6%	• School Belonging - 76.6% • School Climate - 82.2% • Trusted Relations hips - 78.6%	• School Climate - 91.2% • Trusted Relations hips - 88.6%	from baseline • School Climate - increased 3% from baseline • Trusted Relations hips - increased 2% from baseline
2.10	CA Healthy Kids Survey (School Climate - Priority 6)	(Spring 2023) 5th grade: School Connectedness (77%) Caring Adult Relationships (78%) Feel safe at school (83%) 6th grade: School Connectedness (68%) Caring Adult Relationships (56%) School perceived as very safe or safe (51%) 7th grade: School Connectedness (45%) Caring Adult Relationships (51%)	(Spring 2025) 5th grade: School Connectedness (72%) Caring Adult Relationships (70%) Feel safe at school (76%) 6th grade: School Connectedness (47%) Caring Adult Relationships (60%) School perceived as very safe or safe (58%)	(Spring 2026) 5th grade: School Connectedness (67%) Caring Adult Relationships (70%) Feel safe at school (71%) 6th grade: School Connectedness (60%) Caring Adult Relationships (66%) School perceived as very safe or safe (60%)	Increase overall score by 3% in each area. CA Healthy Kids Survey is given every other year. Spring 2025 and 2027	Target Not Met 5th grade: ~School Connectedness—10% decrease ~Caring Adult Relationships—8% decrease ~Feel safe at school—12% decrease 6th grade: ~School Connectedness—8% decrease ~Caring Adult Relationships—10% increase ~School perceived as very safe or safe—9% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		School perceived as very safe or safe (37%)	7th grade: School Connectedness (40%) Caring Adult Relationships (49%) School perceived as very safe or safe (41%)	7th grade: School Connectedness (50%) Caring Adult Relationships (57%) School perceived as very safe or safe (55%)		7th grade: ~School Connectedness—5% increase ~Caring Adult Relationships—6% increase ~School perceived as very safe or safe—18% increase

Goal Analysis [2025-26]

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

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

There were no substantive differences between planned actions and the actual implementation of these actions.

Successes:

Action 2.1 – Strong Relationships and Positive School Climate

- Fostering a supportive environment: Cultivating safe, caring, and welcoming school climates that emphasize student voice, high expectations, responsibility, independence, and social-emotional development through a multi-tiered system of support. Strengthening the school-wide Positive Behavior Interventions and Supports (PBIS) framework.
- Counseling support for at-risk students: Maintaining dedicated counselors who provide small group sessions and guidance lessons aimed at supporting students who are at risk.
- Wellness Centers: Continuing Wellness Centers at each school to teach healthy coping strategies while offering calming spaces for students in need.

Action 2.2 – Student Engagement

- Engagement and enrichment: Offering a wide range of student engagement and enrichment opportunities in music, art, technology, physical education, electives, S.T.E.A.M. learning, and lunchtime/after-school activities. These programs foster connection, collaboration, and social interactions among students.
- Health and wellness services: Providing comprehensive health support services to prioritize students' physical and mental well-being.

Action 2.3 – Maintain Safe Environments

- Facilities were maintained to provide a safe and healthy learning environment.

Action 2.4 – Strategic Support for Two or More Races
- Tracked and monitored chronically absent students and intervene when necessary. (District-wide and Salida Middle School)
- Tracked and monitored student suspension rate and intervene when necessary. (Salida Middle School)

Challenges:
Action 2.1 – Strong Relationships and Positive School Climate and Action 2.2 - Student Engagement
- Despite a significant decline in chronic absenteeism overall, several student groups continue to experience high to very high rates of absenteeism.
- The widespread influence of social media continues to negatively impact students' mental health and overall well-being.
- Addressing and supporting mental health concerns in students, including anxiety, stress, and chronic sadness, and fostering healthy interpersonal skills with peers.

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

There was not a substantial material difference between the budgeted expenditures and estimated actual expenditures for this action.

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

Based on Goal 2 metrics and input from educational partners, the district is making progress toward Goal 2 to provide a holistic approach to increase student achievement, which is committed to providing students, staff, and parents a safe, secure, and well-maintained modern facility for learning that fosters student engagement.

The district has made significant progress in reducing chronic absenteeism and suspension rates across various student groups, aligning with Goal 2. Through the combined implementation of Actions 2.1, 2.2, 2.3, and 2.4—focused on fostering strong relationships, promoting a positive school climate, increasing student engagement, maintaining safe environments, and providing strategic support for students of Two or More Races—these coordinated efforts have proven effective, as evidenced by Metrics 2.3 and 2.5, which reflect measurable improvements.

12.8% chronically absent (ALL), Declined 2.4% - 9% chronically absent (EL), Declined 2.7% - 13.6% chronically absent (SED), Declined; 2% - 21.2% chronically absent (SWD), Declined 1% - 7.3% chronically absent (LTEL), Declined 2.8%

2.8% suspended once; Maintained -0.1% (ALL) - 2.9% suspended once; Increased 1.1% (EL) - 2.8% suspended once; Maintained -0.2 (SED) - 3.9% suspended once; Increased 0.6% (SWD) - 7.9% suspended once; Increased 0.8% (LTEL) - 6.7% suspended once; Increased 2.5% (African American)

Additionally, parent survey results further highlight the effectiveness of these actions, with 92.6% of parents agreeing that the district fosters a welcoming environment and 96.1% affirming that schools promote a positive climate and connectedness. The Measured Results Survey (MRA), administered in Spring 2026, showed growth from baseline, with overall scores nearing the 80% effective rate in school belonging and trusted relationships, and 82.2% for school climate.

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.

Metrics:

Added:
Metric 2.3 - Chronic Absenteeism Rate
~Added Homeless Student Group to Year 3 outcome.

Metric 2.5 - Suspension Rate
~Added LTEL

Actions:

Amended:

Action 2.2 Student Engagement
- Amended to include Outdoor Education

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	Strong Relationships and Positive School Climate	LREBG Action: • Foster caring, safe, and welcoming school environments that support student voice, high expectations, responsibility, independence, and social-emotional skills utilizing a multi-tiered system of support and strengthening school-wide Positive Behavior Interventions and Supports (PBIS) approach. • Develop highly visible administrators who implement a universal vision and facilitate open communication among parents,	$641,710.00	Yes

Action #	Title	Description	Total Funds	Contributing
		teachers, and students to build a safe learning community and provide professional learning. • Maintain counselors who provide small group, guidance lessons to at-risk students. • Maintain a school-based mental health clinician and district psychologists to provide crisis intervention and support services to at-risk students. • Implement Leader in Me® evidence-based, social-emotional learning curriculum to foster student leadership, a culture of trust, and boost academic success district-wide. • Provide behavior training for staff focused on proactive and preventative strategies to de-escalate disruptive behavior and maintain a safe, supportive learning environment that fosters positive behavior and student success. • Provide Wellness Centers at each school to teach healthy coping skills and provide a calming space. A growing body of research indicates comprehensive, data-informed school counseling programs improve a range of student learning and behavioral outcomes—from improved attendance to reduced discipline rates (Carey & Dimmitt, 2012). Additionally, a study by Suldo et al. (2014) found that students receiving school-based mental health services experienced lower levels of anxiety and depressive symptoms, and these students were more likely to feel engaged in school and have fewer absences. Metric to be used to monitor the Action: Metric 2.3 - Chart A LREBG Funds supporting this action: $614,260.00 through the 2026-27 school year.		
2.2	Student Engagement	LREBG Action: • Provide programs and services to increase student opportunities for interaction and build positive school environments resulting in increased attendance and decreased chronic absenteeism.	$332,738.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Provide student engagement and enrichment opportunities through music, art, technology, physical education, electives, S.T.E.A.M learning, lunchtime and after-school activities, Outdoor Education (Grade 6), and innovative learning spaces that foster connection, collaboration, and social interactions. • Provide for student health and wellness through health support services provided by qualified staff. • Ensure equitable access to education by providing reliable, consistent transportation for Foster Youth and Homeless students. Research shows that health services provided by nurses, health clerks, and LVNs in schools can improve student attendance and reduce chronic absenteeism. School-Based Health Centers (SBHCs) offering on-site care have been linked to fewer absences and healthier behaviors, positively impacting student learning, according to the report School-Based Health Centers: Proven Impact on Learning, 2014. (https://www.schoolhealthcenters.org/wp-content/uploads/2014/10/SBHC-Proven-Impact-Learning-2014.pdf) Metric to be used to monitor the Action: Metric 2.3 - Additional Chart A LREBG Funds supporting this action: $48,339.00 through the 2026-27 school year.		
2.3	Maintain Safe Environments	• Review existing buildings/structures to include efficient infrastructure systems to ensure a well-maintained and safe environment. • Provide immediate ongoing feedback regarding school maintenance, repairs, cleanliness, and monitor results. • Facilities will be maintained to provide a safe and healthy learning environment.	$153,520.00	No
2.4	Strategic Support for Two or More Races	• Track and monitor chronically absent students and intervene when necessary. (District-wide and Salida Middle School)	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		• Track and monitor student suspension rate and intervene when necessary. (Salida Middle School)		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Parents, family and community members will become more fully engaged as partners in the education of students within the Salida Union School District.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

This goal was written to prioritize the district's need for promoting parental participation in education programs for students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Building Partnerships Parent & Family Engagement Self-Reflection Tool (Parent Involvement - Priority 3) Q5: Providing professional learning to teachers and principals to improve a school's capacity to partner with families. Q6: Providing families with information and resources to support student learning and development in the home.	Spring 2024 Building Partnerships Q5: Full Implementation (4) Q6: Full Implementation (4)	Spring 2025 Building Partnerships Q5: Full Implementation (4) Q6: Full Implementation (4)	Spring 2026 Building Partnerships Q5: Full Implementation (4) Q6: Full Implementation (4)	Maintain scores at a 4 - Full Implementation or above.	Met Target Maintained scores at 4 - Full Implementation.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	School Involvement Local Survey (Parent Involvement - Priority 3) • The district/school adequately seeks input from parents and guardians in decision making committees. • I have been provided the opportunity to be a part of a district/school committee. (Parent's Club, SSC, DELAC, ELAC)	(Fall 2023) Participation: 698 families, including SED, EL, FY and SWD. Overall rating: 99.7% selected "Agree".	Maintained an overall survey rating of 90% or above. Participation: 577 families, including SED, EL, FY and SWD. Overall rating: 92.8% selected "Agree".	Fall 2025 Participation: 726 families, including SED, EL, FY and SWD. Overall rating: 96.3% selected "Agree".	Maintain overall survey rating at 90% or above selecting "Agree".	Met Target Maintained overall survey rating at 90% or above selecting "Agree". Overall Rating: -3.4%
3.3	Building Relationships Parent & Family Engagement Self-Reflection Tool (Parent Involvement - Priority 3) Q4: Progress in developing multiple opportunities for the LEA and school sites to engage in 2 way communication	Spring 2024 Building Relationships Q4: Full Implementation (4)	Spring 2025 Building Relationships Q4: Full Implementation (4)	Spring 2026 Building Relationships Q4: Full Implementation (4)	Maintain scores at a 4 - Full Implementation or above.	Met Target Maintained scores at 4 - Full Implementation.
3.4	Communicating Effectively	(Fall 2023)	Maintained an overall survey	Fall 2025	Maintain overall survey rating at	Met Target

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Local Survey (Parent Involvement - Priority 3) Survey to Families • Does the school keep you informed about important issues and events? • Does the school make it easy for you to communicate with teachers?	Participation: 698 families, including SED, EL, FY and SWD. Overall rating: 95.8% selected "Agree".	rating of 90% or above. Participation: 577 families, including SED, EL, FY and SWD. Overall rating: 98.6% selected "Agree".	Participation: 726 families, including SED, EL, FY and SWD. Overall rating: 99% selected "Agree".	90% or above selecting "Agree".	Maintained overall survey rating at 90% or above selecting "Agree". Overall Rating: +3.2%

Goal Analysis [2025-26]

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

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

There were no substantive differences between planned actions and the actual implementation of these actions.
Successes:

Action 3.1 – Partners in Education
- Salida families value the annual Back-to-School event for its personalized approach and positive start to begin the school year.
- Each school provides opportunities for families to engage with staff, such as principal forums, Coffee with the Principal, and counselor-led family meetings/trainings.

Action 3.2 – Two-Way Communication
- The district fosters strong two-way communication through ParentSquare, with 98% of families enrolled, receiving school updates via email, text, or app.
- Parents gained valuable skills through engaging in family nights in math and literacy. The district also encouraged parent leadership through roles in School Site Council, Parent Club, DELAC, and the LCAP Advisory Committee.

Challenges:

Action 3.1 – Partners in Education
- Parents may have demanding work schedules that prevent them from attending meetings or events.

Action 3.2 – Two-Way Communication
- ParentSquare communication built-in translation tool can sometimes make translated messages difficult for parents to understand school information.

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

There was a difference between the budgeted expenditures and estimated actual expenditures because the district did not contract with an outside agency for parent outreach as originally planned. Instead, school counselors provided parent outreach and engagement support directly, resulting in lower contracted service costs.

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

Based on a review of Goal 3 metrics and discussions with the LCAP Advisory Committee, the district is making progress toward Goal 3 to have parents, family, and community members become more fully engaged as partners in the education of students within the Salida Union School District.

Effective Actions:
Action 3.1 – Partners in Education
Action 3.2 – Two-way Communication

The district has made significant progress toward achieving the desired outcomes in Goal 3 through the successful implementation of key actions, which have collectively increased parent engagement. Survey data reflects this growth: 99% of parents agree that schools communicate effectively (Metric 3.4), and 96.3% believe the district actively seeks their input in decision-making and offers opportunities to participate in groups such as the Parent Club, School Site Council, and the English Language Advisory Committee (Metric 3.2). The Parent Advisory Committee identified district strengths in creating welcoming environments, building trusted and respectful relationships, and promoting two-way communication. Additionally, the district met its target of “4 – Full Implementation” in both Building Relationships Between School Staff and Families and Building Partnerships for Student Outcomes (Metrics 3.1 and 3.2).

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.

There were no changes made to any goals, metrics, target outcomes or actions for the coming school year.

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	Partners in Education	• Provide parents with opportunities to increase their skills as partners in education through meaningful engagement. • Provide families with information and resources that build parent knowledge and skills to support their child/children's learning at home. • Provide supplies, childcare, and parent training materials. • Maintain opportunities for parents to volunteer and participate in leadership roles at schools.	$12,500.00	Yes
3.2	Two-way Communication	• Provide a personalized approach to engage families in regular, meaningful communication to support student learning at home. • Provide opportunities for teachers to meet with families to discuss student progress during parent/teacher conferences and maintain ongoing communication throughout the year. • Principals will communicate with parents/families at least once each trimester. • Maintain online communication platforms, district/school websites, and Social Media access to inform and communicate with parents. • Provide translation & interpretation services in Spanish by bilingual staff at district/school events	$50,466.00	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$7,835,662	$940,388

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
33.151%	0.000%	$0.00	33.151%

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:** High-Quality Staff **Need:** The 2023 CA School Dashboard reveals ongoing academic performance gaps for English Learners (EL), Foster Youth (FY), and Socioeconomically Disadvantaged (SED) students. These gaps highlight the need for consistent, high-quality instruction and	To address these disparities, this action ensures the hiring and retention of high-quality educators and support staff who are trained to deliver rigorous, differentiated instruction and provide academic and social-emotional support to unduplicated students. Maintaining additional staffing positions supports the implementation of actions designed to close achievement gaps. Providing this action LEA-wide ensures that all schools have access to the resources, staff, and	Metric: 1.1 Teachers appropriately credentialed and assigned 1.2 SUSD Teaching Experience and Staffing

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
	specialized support tailored to the unique needs of unduplicated student groups. 2023 Dashboard ELA: 26.4 points below standard(ALL) 49.3 points below standard (EL) No Performance Color; insufficient data, but historically low-performing (FY) 28.7 points below standard (SED) Mathematics: 26.4 points below standard (ALL) 80.1 points below standard (EL) No Performance Color; insufficient data, but historically low-performing (FY) 56.1 points below standard (SED) **Scope:** LEA-wide	supports necessary to improve outcomes for unduplicated students. A district-wide approach promotes equity and consistency in service delivery, maximizing the impact across all campuses.	
1.2	**Action:** Create Exceptional Learning Environments **Need:** The 2023 CA School Dashboard shows persistent academic achievement gaps among English Learners (EL), Foster Youth (FY), and Socioeconomically Disadvantaged (SED) students. These gaps highlight the need for rigorous, engaging, high-quality instruction tailored to address the needs of unduplicated student groups. 2023 Dashboard ELA:	To effectively address these gaps, this action focuses on strengthening instruction through evidence-based practices, targeted professional learning, and curriculum aligned to rigorous academic standards. Providing staff with training in high-quality, engaging instructional strategies will improve the learning environment and better support the diverse needs of unduplicated students. This action is implemented LEA-wide to ensure all schools consistently provide equitable access to effective teaching and learning experiences. By embedding strong instructional practices across the district, this action supports academic growth	Metric: 1.8 English Language Arts 1.9 Mathematics 1.10 California Science Test (CAST) 1.11 English Learner Proficiency Index

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
	49.3 points below standard (EL) No Performance Color (FY) Insufficient data, but historically low-performing 28.7 points below standard (SED) Mathematics: 80.1 points below standard (EL) No Performance Color (FY) Insufficient data, but historically low-performing 56.1 points below standard (SED) **Scope:** LEA-wide	for all students while targeting the specific needs of EL, FY, and SED students.	
1.3	**Action:** Success in the Early Years **Need:** District 3rd-grade Lexile reading data demonstrates persistent gaps for English Learners (EL), Foster Youth (FY), and Socioeconomically Disadvantaged (SED) highlighting the importance of building teachers' knowledge and expertise in effective reading instruction and providing targeted reading interventions. Local Data: 3rd Grade Lexile Range: 450L to 790L 51% of students are reading on or above grade level. (ALL)	This action builds educator expertise in effective reading instruction and ensures the implementation of research-based, targeted interventions for students not yet reading at grade level. By developing teacher capacity and providing early support, the district can address learning gaps before they widen, particularly for EL, FY, and SED students. Providing this action LEA-wide ensures that every school has access to the instructional tools, trained staff, and intervention systems necessary to support early literacy development. Implementing a consistent approach across the district ensures that all students have equitable access to high-quality reading instruction and supports that foster reading success.	Metric: 1.7 3rd Grade Reading Lexile Scores

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
	37% of students are reading on or above grade level. (ELs) 48% of students are reading on or above grade level. (SED) **Scope:** LEA-wide		
1.4	**Action:** Math Outcomes for English Learners (EL)/Long-Term English Learners (LTEL) **Need:** Mathematics achievement data from the 2023 CA School Dashboard reveals a significant performance gap for English Learners (EL) at Salida Middle School, highlighting the need to strengthen foundational math skills and instructional practices. 2023 Dashboard Mathematics 105.8 points below standard; Very Low; Maintained; Red (ELs) **Scope:** Schoolwide	This action supports the identification of foundational math skill gaps and implements targeted interventions for English Learners. Additionally, it provides professional development focused on evidence-based instructional practices to ensure math instruction is rigorous, differentiated, and accessible for all students—particularly those who are underperforming. This action is implemented school-wide to ensure consistent, high-quality mathematics instruction across all classrooms. A school-wide approach allows all teachers to build instructional capacity while creating an inclusive environment where all students—especially English Learners—receive equitable support to accelerate academic growth in mathematics.	Metric: 1.9 Mathematics
2.1	**Action:** Strong Relationships and Positive School Climate **Need:** Pupil Engagement and School Climate data indicate that English Learners (EL), Foster	To effectively meet the needs of EL, FY, and SED students, this action supports a multi-tiered system of support (MTSS), including access to mental health services, counseling, and crisis intervention. These supports help students overcome challenges such as trauma, instability, and limited access to external resources—factors that	2.3 Chronic Absenteeism 2.5 Suspension Rate

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
	Youth (FY), and Socioeconomically Disadvantaged (SED) students experience Very High rates of Chronic Absenteeism alongside elevated Suspension rates. These patterns emphasize the critical need to foster a positive school climate and strengthen relationships to keep students connected to learning. 2023 Dashboard Chronic Absenteeism 21.9% chronically absent; Very High (EL) No Performance Color (FY) (data not displayed for privacy) 26.7% chronically absent; Very High (SED) Suspension Rate 2.7% suspended once; Medium (ELs) No Performance Color (FY) (data not displayed for privacy) 3.3% suspended once; High (SED) **Scope:** LEA-wide	significantly impact attendance, behavior, and overall academic success. This action is provided LEA-wide to ensure consistent, school-based mental health and counseling services. Implementing these supports across the district promotes emotional well-being, strengthens student-adult relationships, reduces barriers to engagement, and helps all students—particularly those most vulnerable—stay connected to their education.	
2.2	**Action:** Student Engagement **Need:** Pupil Engagement data from the 2023 CA School Dashboard shows that English Learners (EL), Foster Youth (FY), and Socioeconomically Disadvantaged (SED) students continue to experience Very High rates of Chronic Absenteeism. These trends	This action supports school-based health and wellness services, equitable and reliable transportation, and access to enrichment opportunities that extend beyond the core academic program. By meeting students' physical, emotional, and social needs, this action helps reduce chronic absenteeism and strengthens student engagement, particularly for EL, FY, and SED students.	2.3 Chronic Absenteeism

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
	underscore the need to provide programs, services, and enrichment opportunities that promote consistent attendance and student connection. 2023 Dashboard Chronic Absenteeism 21.9% chronically absent; Very High (EL) No Performance Color (FY) 26.7% chronically absent; Very High (SED) **Scope:** LEA-wide	This action is implemented LEA-wide to ensure that all students have consistent access to the supports and experiences that foster connection, encourage regular attendance, and promote positive social interactions. A district-wide approach ensures equitable delivery of services that contribute to improved academic and engagement outcomes for all students, with a focus on those most at risk.	
3.1	**Action:** Partners in Education **Need:** Parent Involvement & Engagement data indicate that the district is not at full Implementation and sustainability. There is an ongoing need to deepen and strengthen engagement with underrepresented families—particularly English Learners (EL), Foster Youth (FY), and Socioeconomically Disadvantaged (SED), where strong family partnerships can positively impact academic achievement and improved social-emotional development. Q4: Progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication. 4 - Full Implementation	This action supports increased opportunities for meaningful engagement by providing families with information and resources, building their skills, and empowering them to actively support their child's learning and development. These efforts are designed to strengthen partnerships with families—particularly those of EL, FY, and SED students—to better support student learning and well-being. Implementing this action LEA-wide ensures a consistent, inclusive framework for family engagement across all schools. By embedding equitable practices district-wide, all families are given meaningful opportunities to participate in their child's educational experience—fostering trust and collaboration, and ultimately leading to improved outcomes for all students, while ensuring the specific needs of EL, FY, and SED students are addressed.	3.1 Building Partnerships - Parent & Family Engagement Self-Reflection Tool 3.2 School Involvement - Local Survey

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Q5: Providing professional learning to teachers and principals to improve a school's capacity to partner with families. 4 - Full Implementation Q6: Providing families with information and resources to support student learning and development in the home. 4 - Full Implementation **Scope:** LEA-wide		
3.2	**Action:** Two-way Communication **Need:** Parent involvement and engagement data indicate that the district is not yet at full implementation and sustainability. Continued improvement is needed to effectively engage underrepresented families, especially English Learners (EL), Foster Youth (FY), and Socioeconomically Disadvantaged (SED) students, where strong two-way communication is crucial for increasing academic achievement and supporting social-emotional development. Q4: Progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication. 4 - Full Implementation	To effectively address the unique needs of EL, FY, and SED students, it is imperative that the district provide a personalized approach that fosters strong, collaborative relationships with families. This includes maintaining online communication platforms to keep families informed and providing translation & interpretation services to families at district and school events. This action is provided LEA-wide to foster strong home-school partnerships and increase meaningful family engagement. Strengthening two-way communication across the district ensures all families will have equitable opportunities to participate in their child's education, resulting in improved outcomes for all students—especially EL, FY, and SED students.	3.3 Building Relationships - Parent & Family Engagement Self-Reflection Tool 3.4 Communicating Effectively-Local Survey

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		

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.

N/A

Additional Concentration Grant Funding

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

Due to the fact that every school in the district has a high concentration of unduplicated students (above 55%), the district increased staff at each school to provide direct services. Supplemental and Concentration funds cover employee salaries and benefits for additional student supports such as Instructional Teachers, Instructional Paraprofessionals, Counselors, Psychologist, Learning Center staff, Library Clerks, Cafeteria Monitors, Playground Aides, Campus Supervisors, Crossing Guards and Computer Technicians.

The district focused its efforts to accelerate student learning through a multi-tiered system of academic and behavior support benefiting low-income, English learners and foster youth. Small group academic intervention focused on increasing English language proficiency and early literacy skills at elementary schools. Additional staff at each campus was added to increase access and provide direct services to district Tier 2 and 3 supports.

To address barriers to learning, the district continued strengthening its Positive Behavior Intervention and Support (PBIS) structures. Counselors and district psychologists provided direct services to students with interventions and services for a variety of social and emotional

concerns such as self-harm, anxiety depression and/or suicide threat. Counselors provided monthly newsletters to families giving tips, resources and strategies for health and coping as well as information to access district programs and services to support families. These direct services were provided to low-income, English learners and foster youth.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	1:16.89
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1:12.52

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$23,636,260	7,835,662	33.151%	0.000%	33.151%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$8,557,873.00	$1,027,696.00	$56,285.00	$810,150.00	$10,452,004.00	$9,332,248.00	$1,119,756.00

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	High-Quality Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$8,446,565.00	$40,500.00	$7,669,407.00	$0.00	$56,285.00	$761,373.00	$8,487,065.00	
1	1.2	Create Exceptional Learning Environments	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$509,797.00	$447,419.00	$28,600.00	$0.00	$33,778.00	$509,797.00	
1	1.3	Success in the Early Years	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$187,671.00	$18,678.00	$14,915.00	$187,671.00	$0.00	$3,763.00	$206,349.00	
1	1.4	Math Outcomes for English Learners (EL)/Long-Term English Learners (LTEL)	English Learners	Yes	Schoolwide	English Learners	Specific Schools: Escuela secundaria Salida 6to - 8vo grado	Ongoing	$35,413.00	$22,446.00	$22,446.00	$35,413.00	$0.00	$0.00	$57,859.00	
1	1.5	Math Outcomes for Homeless Students	Homeless Student Group	No			All Schools	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
2	2.1	Strong Relationships and Positive School Climate	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$614,260.00	$27,450.00	$27,450.00	$614,260.00	$0.00	$0.00	$641,710.00	
2	2.2	Student Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$48,339.00	$284,399.00	$167,986.00	$161,752.00	$0.00	$3,000.00	$332,738.00	
2	2.3	Maintain Safe Environments	All	No			All Schools	Ongoing	$0.00	$153,520.00	$153,520.00	$0.00	$0.00	$0.00	$153,520.00	
2	2.4	Strategic Support for Two or More Races	All Two or More Races	No			All Schools	Ongoing	$0.00	$0.00	$0.00	$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
3	3.1	Partners in Education	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$12,500.00	$12,500.00	$0.00	$0.00	$0.00	$12,500.00	
3	3.2	Two-way Communication	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$50,466.00	$42,230.00	$0.00	$0.00	$8,236.00	$50,466.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$23,636,260	7,835,662	33.151%	0.000%	33.151%	$8,404,353.00	0.000%	35.557 %	**Total:**	$8,404,353.00
								LEA-wide Total:	$8,381,907.00
								Limited Total:	$0.00
								Schoolwide Total:	$22,446.00

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	High-Quality Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$7,669,407.00	
1	1.2	Create Exceptional Learning Environments	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$447,419.00	
1	1.3	Success in the Early Years	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$14,915.00	
1	1.4	Math Outcomes for English Learners (EL)/Long-Term English Learners (LTEL)	Yes	Schoolwide	English Learners	Specific Schools: Escuela secundaria Salida 6to - 8vo grado	$22,446.00	
2	2.1	Strong Relationships and Positive School Climate	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$27,450.00	
2	2.2	Student Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$167,986.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.1	Partners in Education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$12,500.00	
3	3.2	Two-way Communication	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$42,230.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$8,772,983.00	$9,708,953.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	High-Quality Staff	Yes	$6,353,423.00	$7,064,472.00
1	**1.2**	Create Exceptional Learning Environments	Yes	$1,164,670.00	$1,037,525.00
1	**1.3**	Success in the Early Years	Yes	$202,588.00	$118,935.00
1	**1.4**	Math Outcomes for English Learners (EL)/Long-Term English Learners (LTEL)	Yes	$67,865.00	$56,075.00
1	**1.5**	Math Outcomes for Homeless Students	No	$0.00	$0.00
2	**2.1**	Strong Relationships and Positive School Climate	Yes	$525,165.00	$666,721.00
2	**2.2**	Student Engagement	Yes	$245,416.00	$576,339.00
2	**2.3**	Maintain Safe Environments	No	$146,600.00	$137,100.00
2	**2.4**	Strategic Support for Two or More Races	No	$0.00	$0.00
3	**3.1**	Partners in Education	Yes	$19,000.00	$13,091.00
3	**3.2**	Two-way Communication	Yes	$48,256.00	$38,695.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$7,589,947.00	$7,350,484.00	$7,862,617.00	($512,133.00)	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	High-Quality Staff	Yes	$6,003,571.00	$6,663,286.00		
1	1.2	Create Exceptional Learning Environments	Yes	$1,110,540.00	$992,340.00		
1	1.3	Success in the Early Years	Yes	$27,030.00	$10,290.00		
1	1.4	Math Outcomes for English Learners (EL)/Long-Term English Learners (LTEL)	Yes	$27,754.00	$29,089.00		
2	2.1	Strong Relationships and Positive School Climate	Yes	$22,500.00	$47,369.00		
2	2.2	Student Engagement	Yes	$100,069.00	$70,509.00		
3	3.1	Partners in Education	Yes	$19,000.00	$13,059.00		
3	3.2	Two-way Communication	Yes	$40,020.00	$36,675.00		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$22,733,500.00	$7,589,947.00	0.00%	33.387%	$7,862,617.00	0.000%	34.586%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

California Department of Education
November 2024