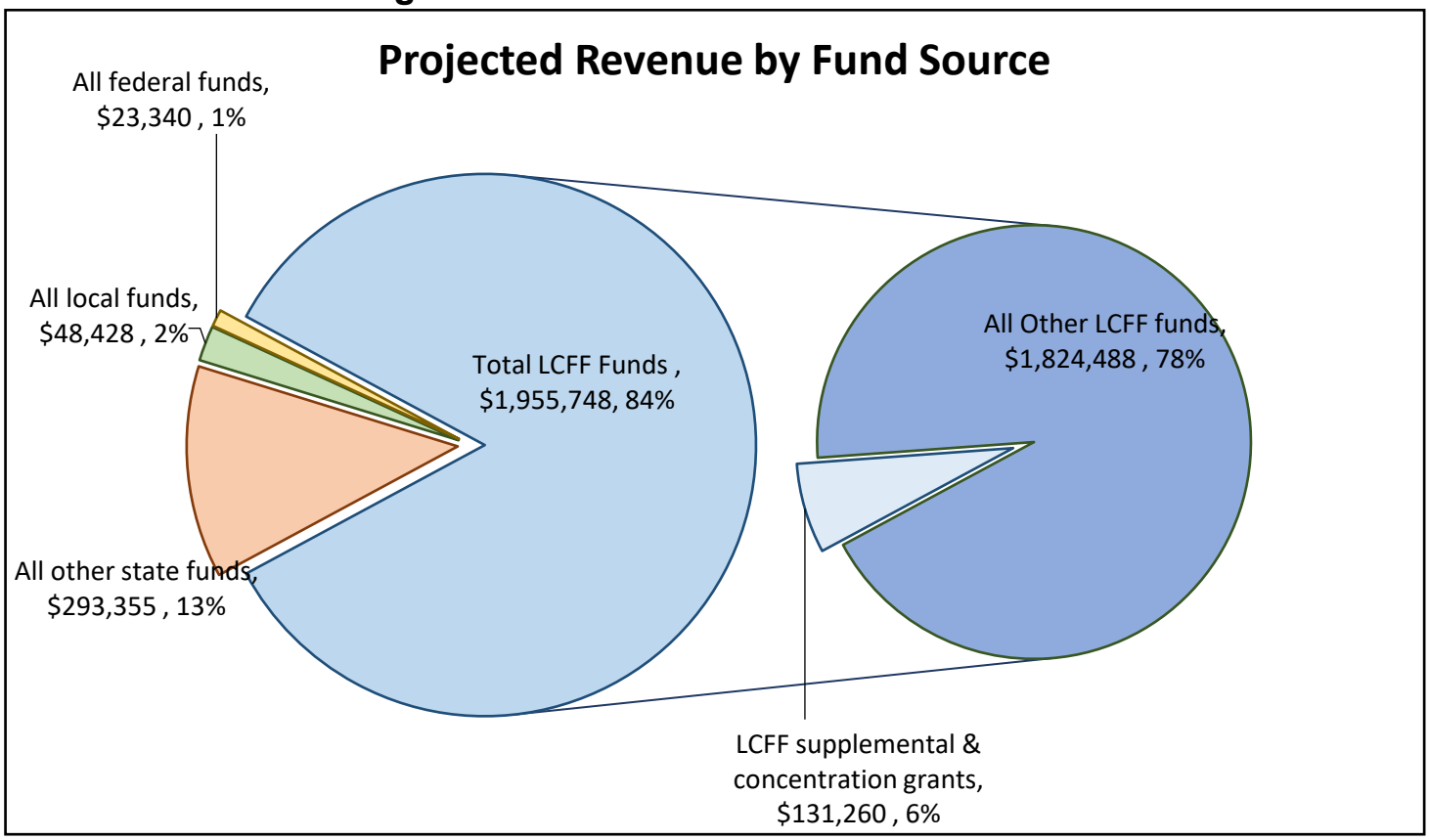
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Pleasant Grove JUSD
CDS Code: 51714310000000
School Year: 2026/27
LEA contact information: Dave Tarr (916) 655-3235 davet@sutter.k12.ca.us

SCSOS Approved
09-25-2026

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

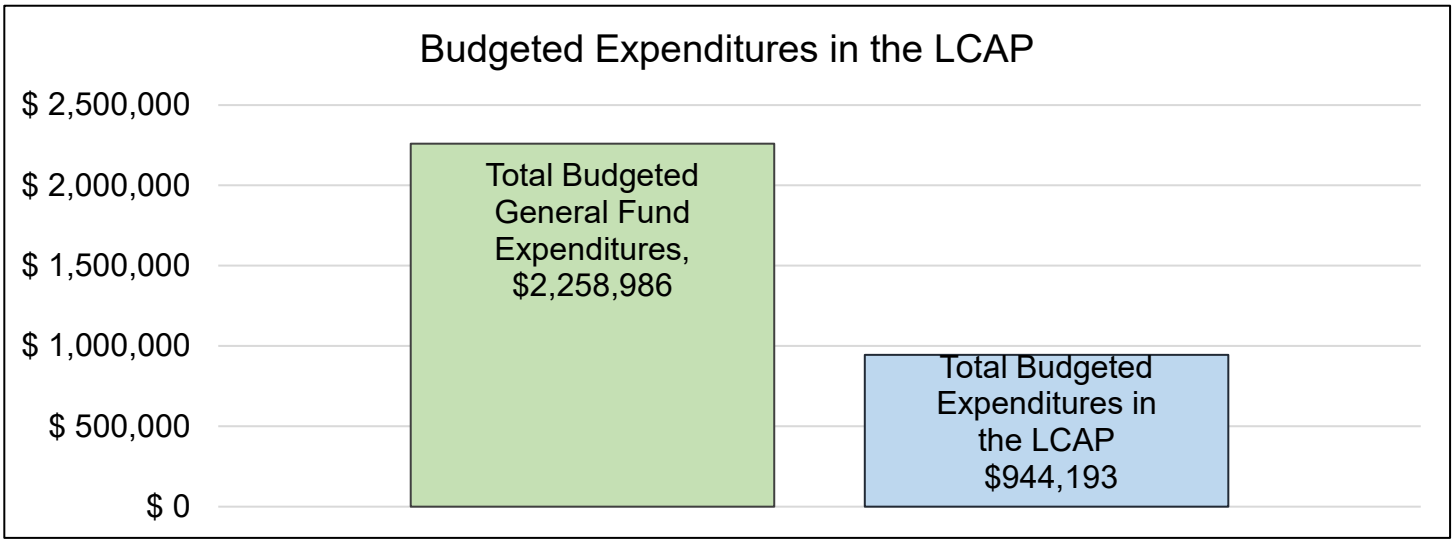


This chart shows the total general purpose revenue Pleasant Grove JUSD expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Pleasant Grove JUSD is $2,320,871.00, of which $1,955,748.00 is Local Control Funding Formula (LCFF), $293,355.00 is other state funds, $48,428.00 is local funds, and $23,340.00 is federal funds. Of the $1,955,748.00 in LCFF Funds, $131,260.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Pleasant Grove JUSD 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: Pleasant Grove JUSD plans to spend $2,258,986.00 for the 2026/27 school year. Of that amount, $944,193.00 is tied to actions/services in the LCAP and $1,314,793.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

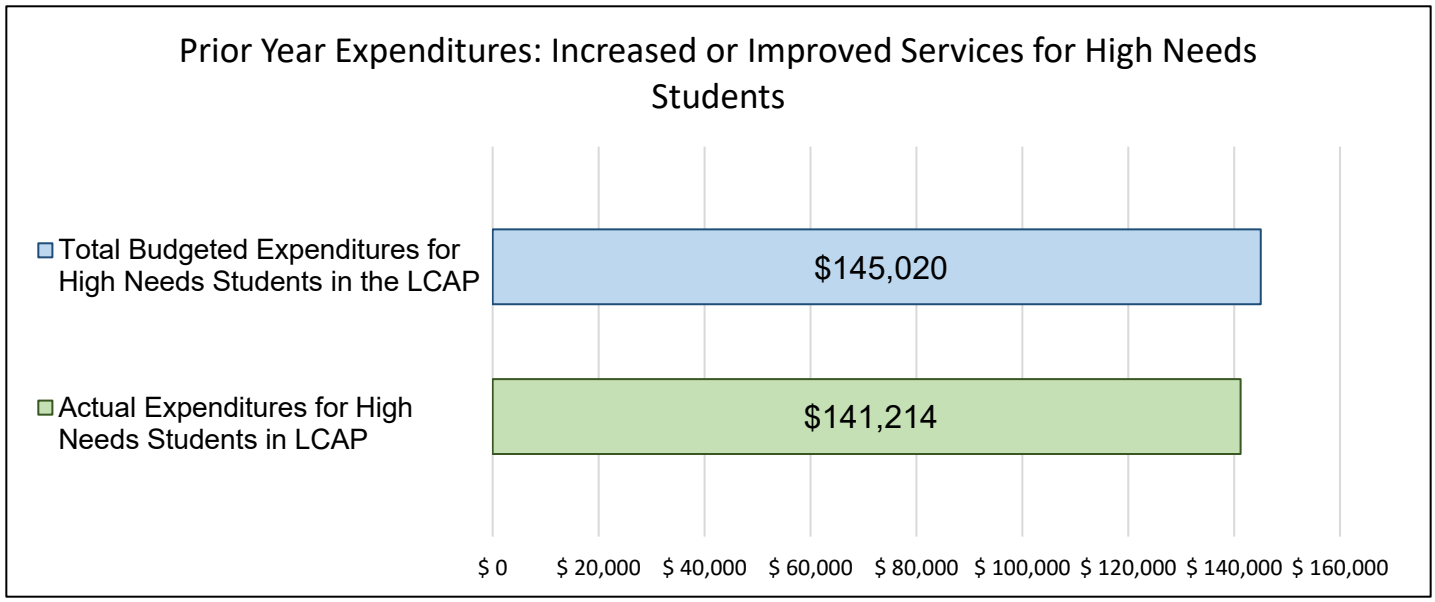
General Fund expenditures not in the LCAP are general operating costs such as salaries, special education, maintenance and operations, instructional supplies, administration, technology, and cafeteria.

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

In 2026/27, Pleasant Grove JUSD is projecting it will receive $131,260.00 based on the enrollment of foster youth, English learner, and low-income students. Pleasant Grove JUSD must describe how it intends to increase or improve services for high needs students in the LCAP. Pleasant Grove JUSD plans to spend $148,165.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Pleasant Grove JUSD budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Pleasant Grove JUSD 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, Pleasant Grove JUSD's LCAP budgeted $145,020.00 for planned actions to increase or improve services for high needs students. Pleasant Grove JUSD actually spent $141,214.00 for actions to increase or improve services for high needs students in 2025/26. The difference between the budgeted and actual expenditures of $3,806.00 had the following impact on Pleasant Grove JUSD's ability to increase or improve services for high needs students:

The difference between the budgeted expenditures ($145,020) and the actual expenditures ($141,214) was minimal and did not result in a significant reduction of services for high-needs students. Planned actions and services were substantially implemented as intended, and the LEA was able to continue providing increased and improved services for unduplicated pupils, including low-income students, English learners, and foster youth, throughout the 2025–26 school year.

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
Pleasant Grove Joint Union School District	Dave Tarr Principal/Superintendent	davet@sutter.k12.ca.us (916) 655-3235

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 Pleasant Grove Joint Union School District, located in rural south Sutter County, serves approximately 155 students in grades TK-8. Our student body is comprised of approximately 68% inter-district transfer students who come to us by choice due to our reputation for achievement and behavioral expectations. We accept all types of students for enrollment: students with behavioral problems, special education needs, or those who receive Title I services. The percentage of students who qualify for free and reduced breakfast and lunch is 32% currently. Our EL population is less than 7%.

The Pleasant Grove Joint Union School District (PGJUSD) has a rich history, traditional values, and progressive practices. As a learning community, we ardently believe failure is not an option and support our beliefs by putting effective practices into place. We are the only school in the Pleasant Grove School District. The school began serving students of the rural farming communities of South Sutter County in the mid-1800's, and many of our students' parents and grandparents, and even some of our current staff members, attended school here. We enjoy the many benefits of being a central part of a close-knit, multigenerational farming community. Although we have strong roots in the past, we are a forward-thinking, high quality school. Pleasant Grove students and staff all work hard and expect a lot of each other. We provide a unique educational experience, and everyone performs their best, no matter what their role.

We value strong, fundamental, standards-based education while employing innovative, engaging teaching techniques to meet the variety of learning needs and styles we encounter. We received Distinguished School Awards in 2008 and 2014 and a Title I Award in 2014. In 2016 we received the Gold Ribbon and Title I Awards. Never content to rest on our laurels, Pleasant Grove School continues to maintain a reputation of uncompromised commitment to academic growth.

Our vision is one of excellence in action and continuous learning, for all of us! We are not a complacent community of learners: everyone from community members to Board of Trustees to our custodians and bus drivers are integral to our success. We have partnerships with community groups such as 4-H, Kiwanis Club, the sheriff's department, and the local fire department who provide services for our students. Our parents are very supportive of and involved in our school as Parents' Club members and classroom volunteers.

Reflections: Annual Performance

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

In the 2025/26 school year we continued to dedicate resources of time and money to smaller class sizes plus coaching and professional learning for staff. Professional development (PD) in English Language Arts (ELA), writing, reading foundations, math, and science was implemented as planned. (Actions 1.1, 1.2, 1.3) Using data from state and local FastBridge assessments, we maintained our intervention program to address the academic needs of students by funding a 60% Student Services Coordinator along with paraeducator support. (Action 1.4)

English Language Arts (ELA)

- On the 2025 California School Dashboard, overall ELA performance declined slightly by 2 points to 4.3 points below standard. Our SED student group increased 4 points and is now 16 points below standard.

- 2025 California Assessment of Student Performance and Progress (CAASPP) *Percent of students scoring Standard Met/Exceeded* results showed a decline in percent Met/Exceeded for both our All student (45.87% in 2025, down from 49.53% in 2024) and SED student groups (40.48% in 2025, down from 44.68%).

However, local FastBridge Winter 2026 data shows strong growth:
-ELA – *scoring at or above 40th percentile*
-All: 62.90% (Winter 2026); 51.85% (Winter 2025)
-SED: 80.65% (Winter 2026); 58.54% (Winter 2025)

This reflects growth of more than 11 percentage points for All students and over 22 percentage points for SED students.

Mathematics

- 2025 Dashboard results improved modestly for all students (24.8 points below standard, +1.9), while our SED student group increased 13.2 points to 31.3 points below standard.

- 2025 CAASPP results declined for both groups: All: 35.78% Met/Exceeded (down from 45.8%) and SED: 30.96% (down from 38.3%)

Local FastBridge Winter 2026 results show substantial gains:
-Math – *Scoring at or above 40th percentile*
-All: 67.77% (Winter 2026); 34.86% (Winter 2025)
-SED: 100% (Winter 2026); 47.62% (Winter 2025)

All assessed SED students met or exceeded the 40th percentile benchmark in Winter 2026.

Science

- On the 2025 Dashboard, overall science performance declined 2.7 points to 56.9 points from standard. No additional student groups met statistical significance thresholds for Dashboard reporting.

- On the 2025 CAASPP, performance for all students increased to 43.18% Met/Exceeded Standards, compared to 39.39% in 2024. However, SED student performance declined to 33.34%, down from 43.75% in 2024, widening the achievement gap between all students and SED students.

In 2025/26, we continued Goal 1 actions focused on strengthening instruction, maintaining small class sizes, and supporting students through assessment, progress monitoring, and targeted intervention. In Action 1.2 Professional Development, staff participated in professional development and coaching in ELA, writing, reading foundations, math, science, and academic vocabulary development through SCSOS, curriculum-aligned training, and onsite coaching. Through Action 1.3 Certificated Staff to Reduce Class Sizes and Action 1.4 Monitoring Learning and Intervention, we maintained small class sizes, assessment systems, data meetings, paraeducator support, and intervention services to address the academic needs of SED students, English learners, and other students needing additional support.

In 2026/27, we will continue Goal 1 actions focused on maintaining small class sizes, strengthening Tier 1 instruction, and providing targeted intervention and progress monitoring supports for students. Based on annual progress data, Actions 1.2 Professional Development and 1.4 Monitoring Learning and Intervention will be strengthened to improve alignment between foundational skills instruction and grade-level standards, increase the use of assessment data to guide instruction and intervention, and provide more targeted support in writing, mathematical reasoning, and grade-level application skills. Additional emphasis will be placed on collaboration, data meetings, and instructional planning to support improved outcomes for SED students, English learners, and other students needing intervention.

2025 California School Dashboard (Dashboard) – *Distance from Standard*

English Language Arts (ELA): *Compared to 2024 Dashboard*

All: 4.3 points below standard, maintained -2 points
White: 10.1 points below standard, declined 3.6 points
Socioeconomically Disadvantaged (SED): 16 points below standard, increased 4 points

Mathematics: *Compared to 2024 Dashboard*

All: 24.8 points below standard, maintained 1.9 points
White: 21.3 points below standard, maintained -2.5 points
SED: 31.3 points below standard, increased 13.2 points

Chronic Absenteeism: *Compared to 2024 Dashboard*

All: 10.3%, maintained 0.4%
Hispanic: 18.9%, increased 5.4%
White: 6.4%, declined 2.3%
SED: 11.9%, increased 0.7%

Suspension Rate: *Compared to 2024 Dashboard*

All: 5.3%, increased 1.6%
Hispanic: 7.7%, increased 7.7% - Very High (Red) performance level
White: 4.5%, declined 0.3%
SED: 10%, increased 3% - Very High (Red) performance level

Goal 2 actions in the 2025/26 LCAP focused on increasing parent engagement, expanding student engagement opportunities, improving attendance, and supporting students' social-emotional needs through Actions 2.1-2.5. Local survey data indicates positive progress in family engagement and school connectedness.

The percentage of parents who Strongly Agree/Agree that they have opportunities to participate in decision-making groups increased from 83.6% in 2019 to 98% in 2026. In addition, 100% of parents reported that the school is friendly and welcoming for the third consecutive year. Parent survey results also showed continued improvement in opportunities for input on school policies and programs, increasing from 83% in 2024, to 87% in 2025, and 90% in 2026.

Student survey data indicates continued growth in student engagement and school connectedness. In 2026:
-96.4% of students report there are school activities they enjoy participating in, compared to 93.1% in 2025 and 91.86% in 2024.
-79.8% report they enjoy being at school, compared to 72.7% in 2025 and 69.8% in 2024.
-57.1% report being praised for positive behavior, compared to 38.6% in 2025 and 47% in 2024.

Chronic Absenteeism Dashboard data showed mixed results related to attendance and school climate.

-Compared to the 2024 Dashboard, chronic absenteeism increased for All Students from 9.9% to 10.3%, Hispanic students from 13.5% to 18.9%, and SED students from 11.3% to 11.9%, while White students improved from 8.7% to 6.4%.

-Local attendance data improved from April 2025 to April 2026, with the overall attendance rate increasing from 89% to 90.01%.

-Local chronic absenteeism data as of April 2026 also shows improvement for All Students at 5.60%, which is significantly lower than the 2025 Dashboard rate. However, chronic absenteeism remains disproportionately high for SED students at 16.33% and English learners at 10%, indicating that attendance concerns continue to disproportionately impact unduplicated student groups and that targeted attendance supports and family outreach efforts remain necessary.

Suspension Rate Suspension rates improved from the 2023 Dashboard to the 2024 Dashboard but increased again in 2025 for several student groups.

-In 2023, All students (5.8%), Hispanic students (11.1%), and SED students (14%) were in the Very High (Red) performance level. By 2024, All students improved to 3.7% and moved to Medium (Yellow), Hispanic students improved to 0% and moved to Very Low (Blue), and SED students improved to 7% and moved to High (Orange). However, 2025 Dashboard results showed increased suspension rates for All students (5.3%), Hispanic students (7.7%), and SED students (10%). Hispanic and SED student groups moved back to the Very High (Red) performance level, indicating the need for continued targeted supports to improve school climate and reduce disproportionality in suspensions.

- Local suspension data as of April 2026 showed an overall suspension rate of 4.30% for All Students, which is lower than the 2025 Dashboard rate. However, suspension rates remain disproportionately high for SED students at 15.79% and English learners at 10%.

Actions 2.1–2.5 focused on increasing family engagement, strengthening student connectedness, improving attendance, and supporting positive student behavior through communication, engagement opportunities, attendance monitoring, SEL supports, PBIS, and restorative practices.

Goal 2 actions focused on strengthening educational partner engagement, student connectedness, social-emotional supports, and school climate. Actions 2.1 Parent Engagement, 2.2 Student Engagement, and 2.4 Support Social-Emotional Needs will continue because survey data and local metrics show positive outcomes in family engagement, school connectedness, and emotional support for students. Actions 2.3 Attendance and 2.5 Student Behavior will be strengthened in response to chronic absenteeism and suspension data. Action 2.3 will include earlier identification of attendance concerns, increased bilingual family outreach, attendance problem-solving meetings, and continued collaboration with SCSOS staff on Continuous Improvement in Attendance practices. Action 2.5 will strengthen implementation of

PBIS and restorative practices through additional staff collaboration, clearer behavior expectations, increased student recognition opportunities, and more targeted behavioral and social-emotional interventions for students with repeated behavioral referrals or suspensions. These revisions are intended to improve school connectedness, reduce disproportionality in attendance and suspensions, and strengthen supports for unduplicated student groups.

Learning Recovery Emergency Block Grant (LREBG)

Analysis of Dashboard, CAASPP, and FastBridge data indicates that while students, particularly SED students, are demonstrating strong growth on local assessments, this growth has not yet fully translated to grade-level performance on CAASPP and the Dashboard. This indicates a need to strengthen Tier 1 instruction and better align foundational skill development with grade-level standards and expectations.

PGJUSD will use $5,385 of LREBG funds to support Action 1.2 by providing professional development and coaching in English Language Arts and Mathematics. Professional learning will focus on strengthening mathematical reasoning, writing, small-group instruction, use of assessment data, and alignment between foundational skills and grade-level standards. Coaching and training will be provided through the Student Services Coordinator, County Offices of Education, and curriculum-aligned professional learning opportunities.

This evidence-based action is intended to accelerate learning recovery by strengthening core instruction so students can apply foundational skills to grade-level work and improve academic outcomes, particularly for SED students.

Metrics to monitor effectiveness: Metric 11 – FastBridge Assessment.

Reflections: Technical Assistance

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

N/A

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.

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

The district leadership staff began the process of reviewing progress on the current LCAP goals and actions in October 2024 and began gathering input from educational partners in January 2025 and this process continued throughout the development of the LCAP. The following educational partner meetings and surveys were used in the development of this document and considered before finalizing the LCAP.

Educational Partner(s)	Process for Engagement
Certificated & Classified Staff (No Bargaining Unit)	Staff completed surveys for LCAP Metrics and Local Priorities 2 and 3 in December 2025 and January 2026 and discussed ratings for Priority 2 at a staff meeting in January. Results of parent and student surveys were shared at a March 2026 meeting. Additional discussions regarding the progress on the current LCAP, data collected, proposed adjustments to actions, and the draft 2026/27 LCAP occurred during spring 2026 meetings. The draft LCAP was available to staff for comment prior to final board approval.
Principals & Administrators	N/A
Parents	Winter 2026 parent surveys were used to obtain data for the annual update as well as metrics to drive goals and possible adjustments to actions for the 2026/27 LCAP. Meetings and the availability of surveys were publicized through email messages and posted on our website. The draft LCAP was posted on the website and available for input prior to board adoption.

Students	Students in grades 4-8 were surveyed in February 2026 via Google forms for their input on conditions of learning, engagement, and academics. Results were used for the annual update as well as metrics to drive goals and possible changes to actions for the 2026/27 LCAP. Our Student Leadership Team served as our Student Advisory Committee and were consulted on the draft LCAP in May 2026.
Parent Advisory Committee (PAC)	The Parent Advisory Committee reviewed the draft LCAP in May 2026 prior to the board adoption.
ELAC/DELAC	N/A – Fewer than 21 English learners
SELPA	Meeting: April 2026

Insert or delete rows, as necessary.

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

PGJUSD actively sought the involvement and input of all educational partners as part of the 2026/27 LCAP development process and considered their input before finalizing the LCAP. The following summarizes the actions and services that have been influenced by specific educational partner input.

Educational partners noted the need to maintain small class sizes and continue our targeted intervention program. Parents recognize the additional intervention and support their children are receiving and want those to continue. The following actions are a result of this input:

Goal 1, Action 1.3: Fund enough certificated staff to maintain small class sizes in order to support differentiated instruction, increased individual student support, and intervention opportunities for students needing additional academic assistance.

Goal 1, Action 1.4: Monitor learning and deliver targeted intervention. Based on educational partner feedback and student performance data, we added increased collaboration and data meetings focused on student progress, earlier identification of students needing intervention, and additional support in writing, mathematical reasoning, and grade-level application skills. We will also continue assessment and progress monitoring systems, targeted intervention, and support for SED students, English learners, and other students needing additional academic support.

Educational partners, including staff, parents, and the board, also identified attendance and student behavior as ongoing concerns. Through the Annual Update process, educational partners reviewed Dashboard, CAASPP, local attendance, and suspension data and discussed the need for additional supports for students with attendance and behavior concerns. As a result, the following actions were revised and strengthened for 2026/27:

Goal 2, Action 2.3 Attendance: We will continue to regularly inform parents and students about the importance of attendance; use our Student Information System (SIS) to monitor attendance and send attendance letters once students reach attendance thresholds; and evaluate evidence-based attendance improvement programs. Based on educational partner feedback and attendance data, we added earlier identification of attendance concerns, attendance problem-solving meetings, increased bilingual family outreach, and continued work with SCSOS staff on Continuous Improvement in Attendance practices.

Goal 2, Action 2.5 Student Behavior: To improve behavior for all students and address the suspension rates of our Hispanic and SED student groups, we will continue implementation of Positive Behavioral Interventions and Supports (PBIS) and restorative practices. Based on educational partner feedback and suspension data, the district strengthened this action by increasing staff collaboration and coaching related to PBIS and restorative practices, increasing positive student recognition opportunities, and adding more targeted behavioral and social-emotional supports for students with repeated behavioral concerns.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Ensure that all students are college and career ready by providing rigorous, relevant, and high-quality instruction that challenges all students and develops citizenship, leadership, and innovative thinking.	Broad

State Priorities addressed by this goal.

State Priorities: 1, 2, 4, 7, 8

An explanation of why the LEA has developed this goal.

This goal was developed following a review of the 2025 Dashboard and state and local assessment data. On the 2025 Dashboard, ELA performance declined slightly to 4.3 points below standard for all students, while SED students improved 4 points but remain 16 points below standard. In Mathematics, all students are 24.8 points below standard and SED students are 31.3 points below standard despite recent gains. Science performance improved for all students on CAASPP; however, SED performance declined, widening the achievement gap.

State assessment results show declines in the percentage of students meeting or exceeding standards in both ELA and mathematics for All and SED student groups. In contrast, local FastBridge Winter 2026 data indicates strong short-term growth, with significant increases in the percentage of students scoring at or above the 40th percentile in both ELA and Mathematics, particularly among SED students. This divergence between local benchmark growth and state assessment performance indicates a need to strengthen Tier 1 core instruction, ensure alignment between local assessments and state standards, and sustain intervention systems so that short-term gains translate into measurable improvement on statewide indicators.

Educational partner feedback emphasized the importance of maintaining smaller class sizes, continuing instructional coaching, and providing professional learning in ELA, reading foundations, writing, mathematics, and science. Families and staff also supported maintaining targeted intervention services, including coordination and paraeducator support, to address academic gaps for SED students.

The actions and services linked to this goal concentrate on improving instruction through ongoing PD and improving academic performance by using data to inform instruction and determine intervention needs for all students, but especially our unduplicated students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Priority 1A: Basic Services Percentage of teachers Appropriately assigned & fully credentialed: Misassignments: Vacancies: Source: CalSASS	October 2023 Appropriately assigned & fully credentialed: 89% Misassignments: 11% Vacancies: 0%	October 2024 Appropriately assigned & fully credentialed: 100% Misassignments: 0% Vacancies: 0%	October 2025 Appropriately assigned & fully credentialed: 100% Misassignments: 0% Vacancies: 0%	October 2026 Appropriately assigned & fully credentialed: 100% Misassignments: 0% Vacancies: 0%	Appropriately assigned & fully credentialed: +11% Misassignments: -11% Vacancies: 0%
2	Priority 1B: Basic Services Percentage of students with access to standards-aligned instructional materials Source: SARC	January 2024 100%	January 2025 100%	January 2026 100%	January 2027 100%	0%
3	Priority 2A: Implementation of State Standards Progress (1-5) in providing professional learning for teaching to the standards and frameworks Source: Local Indicator Tool	January 2024 4 ELA 3 ELD 5 Math 3 NGSS 2 HSS	January 2025 4 ELA 4 ELD 5 Math 3 NGSS 3 HSS	January 2026 5 ELA 4 ELD 5 Math 3 NGSS 3 HSS	January 2027 5 ELA 4 ELD 5 Math 4 NGSS 3 HSS	+1 ELA +1 ELD 0 Math 0 NGSS +1 HSS

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4	Priority 2B: Implementation of State Standards Percentage of English learners in 2nd-8th grades scoring at or above the 30th percentile on the winter ELA assessment. Source: Local Assessment (FastBridge)	Winter 2024 33.33%	Winter 2025 14.29%	Winter 2026 37.5%	Winter 2027 ≥40%	+4.17%
5	Priority 4A: Pupil Achievement Points Above or Below Standard Met on CAASPP Source: CA School Dashboard	2023 Dashboard ELA 20.6 below All 21.5 below White 42.2 below SED Math 26.1 below All 13.3 below White 69.3 below SED	2024 Dashboard ELA 2.3 below All 6.5 below White 19.9 below SED Math 26.6 below All 18.8 below White 44.5 below SED Science 5 below All	2025 Dashboard ELA 4.3 below All 10.1 below White 16 below SED Math 24.8 below All 21.3 below White 31.3 below SED Science 56.9 science points All	2026 Dashboard ELA At Standard All At Standard White 20 below SED Math At Standard All 3 above White 45 below SED Science At Standard All	ELA +16.3 All +11.4 White +26.2 SED Math +1.3 All -8 White +38 SED Science
6	Priority 4A – Pupil Achievement Percentage of 3rd-8th grade students meeting and exceeding (Level 3 & 4) on CAASPP Summative Assessment Source: CAASPP	2023 CAASPP ELA 46.07% All 41.17% SED Math 43.40% All 28.57% SED Science 19.44% All 6.67% SED	2024 CAASPP ELA 49.53% All 44.68% SED Math 45.80% All 38.3% SED Science 39.39% All 43.75% SED	2025 CAASPP ELA 45.87% All 40.48% SED Math 35.78% All 30.96% SED Science 43.18% All 33.34% SED	2026 CAASPP ELA ≥51% All ≥48% SED Math ≥48% All ≥35% SED Science ≥25% All ≥12% SED	ELA -0.2% All -0.69% SED Math -7.62% All +2.39% SED Science +23.74% All +26.67% SED

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
7	Priority 4E: Pupil Achievement Percentage of English learners increasing at least one ELPI level Source: CA School Dashboard and/or ELPAC	2023 Dashboard *No Dashboard data on making progress – less than 11 English learners*. 2024 ELPAC 63.64%	2024 Dashboard *No Dashboard data on making progress – less than 11 English learners*. 2025 ELPAC 33.33%	2025 Dashboard *No Dashboard data on making progress – less than 11 English learners*. 2026 ELPAC 85.71%	2026 Dashboard *No Dashboard data on making progress – less than 11 English learners*. 2027 ELPAC ≥64%	+22.07%
8	Priority 4F: Pupil Achievement Percentage of English learners who are reclassified Source: Local Data	2023/24 School Year 14.29% (2/14)	2024/25 School Year 17.65% (3/17)	2025/26 School Year 30% (3/10)	2026/27 School Year ≥15%	+15.71%
9	Priority 7A: Course Access Progress (1-5) implementing academic standards for all students (Broad Course of Study) Source: Local Indicator Tool	January 2024 3 Health Education 3 Physical Education 3 VAPA	January 2025 3 Health Education 4 Physical Education 4 VAPA	January 2026 3 Health Education 4 Physical Education 4 VAPA	January 2027 4 Health Education 4 Physical Education 4 VAPA	0 Health Education +1 Physical Education +1 VAPA

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
10	Priorities 7B/C: Course Access Percentage of 3rd – 8th grade unduplicated students and students with exceptional needs scoring at or below the 15th percentile (High Risk) in ELA or Math on fall FastBridge assessment, receiving tiered intervention. Source: Attendance in programs	January 2024 ELA 83.33% SED 75% EL 100% SWD Math 85.57% SED 66.67% EL 100% SWD	January 2025 ELA 71.43% SED 66.67% EL 37.50% SWD Math 33.33% SED 00.00% EL 00.00% SWD	January 2026 ELA 100% SED 100% EL 0% SWD Math 100% SED 100% EL 100% SWD	January 2027 ELA ≥90% SED ≥75% EL 100% SWD Math ≥90% SED ≥75% EL 100% SWD	ELA +16.67% SED +25% EL -100% SWD Math +14.43% SED +33.33% EL 0% SWD
11	Priority 8: Pupil Outcomes Percentage of students (3rd-8th) scoring at or above the 40th percentile on the winter FastBridge assessments in ELA and Math Source: Local Assessment (FastBridge)	Winter 2024 ELA 58.24% All 44.82% SED 12.50% EL Math 68.89% All 51.72% SED 50.00% EL	Winter 2025 ELA 51.85% All 58.54% SED 14.29% EL Math 34.86% All 47.62% SED 28.57% EL	Winter 2026 ELA 62.90% All 80.65% SED 37.5% EL Math 67.77% All 100% SED 37.5% EL	Winter 2027 ELA ≥65% All ≥55% SED ≥25% EL Math ≥75% All ≥60% SED ≥60% EL	ELA +4.66% All +35.83% SED +25 % EL Math -1.12% All +48.28% SED -12.5% EL

Insert or delete rows, as necessary.

Goal Analysis for 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.

Successes: Eight classroom teachers were funded and supported through professional development activities and onsite coaching by our Student Services Coordinator. We also funded two retired educators to work with new teachers on classroom management; curriculum planning; and instructional support. We worked with Sutter County Superintendent of Schools (SCSOS) staff in the area of math on the

topics of productive struggle and perseverance; our Student Services Coordinator attended the Rural Coaching in Math group and worked with our new 2nd grade teacher on a weekly basis; and our upper grade math teacher and Student Services Coordinator attended the Math Framework training offered by SCOE and trainings offered by our program, College Preparatory Math (CPM). We continued to participate in training and coaching in Academic Vocabulary Toolkit and using these tools in all subject areas to improve instruction for all students, but especially our English learners (EL). Our Student Services Coordinator and two teachers attended the High 5 For All training with Theresa Hancock. As a staff we worked on diving into the writing standards and creating student-friendly rubrics. Our TK/K and 2nd grade teachers attended a K-2 writing class with Theresa Hancock during the summer. We provided professional learnings for our paraeducators in Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS). (Actions 1.1, 1.2, 1.3) We maintained our intervention program to address the academic needs of students by funding a 60% Student Services Coordinator along with paraeducator support. (Action 1.4)

There were no substantive differences in planned actions and actual implementation of the actions. It was a challenge getting subs for off-site and on-site PD so we moved the post-assessment data meetings to grade band meetings on our Monday minimum days.

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 were no material differences between Budgeted Expenditures and Estimated Actual Expenditures overall in Goal 1. Variances were primarily due to normal staffing and program cost adjustments during implementation. Action 1.4 expenditures were lower than projected because one intervention staff member left mid-year, resulting in reduced personnel costs.

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

Goal 1 encompassed our academic program including good first instruction, universal assessments, progress monitoring, and intervention (Actions 1.1–1.4) and overall continues to show effectiveness based on the outcome of our metrics, although we did experience some declines in 2025 before rebounding in 2026.

- We now have 100% appropriately assigned and fully credentialed teachers with no misassignments, ensuring stability and consistency in instruction. (Metric 1)

- On the 2025 Dashboard, ELA performance improved significantly from our baseline year, including a 26.2-point increase for our SED student group. While there was a slight decline from 2024 to 2025, performance remains substantially higher than baseline levels. In Math, overall performance remained relatively flat for all students; however, our SED student group demonstrated substantial growth from baseline (+38 points). Because targeted intervention and progress monitoring allowed staff to identify skill deficits earlier and provide additional instructional support, SED students demonstrated substantial growth from baseline. (Metric 5)

- CAASPP results showed initial increases in the percentage of students meeting or exceeding standards in ELA, Math, and Science from 2023 to 2024, followed by some decline in 2025. While gains were not fully sustained, overall performance remains comparable to or slightly above baseline for most groups. (Metric 6)

- The percentage of English learners in grades 2–8 scoring at or above the 30th percentile on the Winter FastBridge ELA assessment declined in 2025 but rebounded in 2026, ultimately exceeding baseline performance. (Metric 4)

- The percentage of students scoring at or above the 40th percentile on the Winter FastBridge assessment increased significantly for our SED and EL student groups in ELA by 2026. Math performance declined in 2025 but rebounded in 2026, with strong gains for SED students. English learner math performance improved from 2025 but remains slightly below baseline. (Metric 11)

In the 2025/26 school year, we reclassified 5.71% more English learners than at baseline. (Metric 8)

- Intervention access improved to 100% for our SED and EL student groups by 2026. However, intervention for students with disabilities declined due to staffing reductions and reliance on IEP services outside of our tiered intervention model. This will be corrected in the 2026/27 school year to ensure full integration and monitoring. (Metric 10)

Overall, while some performance declines occurred in 2025, our data indicate that the systems established under Goal 1 are producing positive outcomes, particularly for our unduplicated student groups. Continued refinement of math instruction and sustained focus on English learner supports will remain priorities moving forward.

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

Based on student performance data and educational partner feedback, Goal 1 was maintained but Actions 1.2 and 1.4 were refined.

Action 1.2 was revised to strengthen professional learning in mathematics, writing, foundational reading skills, English learner supports, and data analysis to improve alignment between instruction and student needs.

Action 1.4 was revised to strengthen assessment and progress-monitoring systems, improve alignment between intervention and Tier 1 instruction, and provide earlier, more targeted support in writing and mathematics.

These changes were made to address ongoing achievement gaps and improve the connection between local assessment growth and statewide assessment outcomes.

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	Certificated Staff	Ensure the development, effectiveness, and retention of highly qualified staff, through a comprehensive program of professional development, support, and compensation.	$630,457	No
1.2	Professional Development	We will access professional development and coaching activities through our Student Services Coordinator, County Offices of Education, and curriculum publishers on: ○ ELA ○ Writing ○ AVT – for new teachers ○ Fundamentals of Reading ○ Continue a Reading Development training for instructional aides ○ Math ○ We will continue our work with SCSOS in Math ○ Strengthening mathematical reasoning, problem solving, and student discourse in mathematics instruction ○ Training for teachers in our Math curriculum ○ Provide professional learning focused on connecting foundational skills instruction to grade-level standards and CAASPP expectations ○ Increase teacher collaboration and data meetings focused on analyzing FastBridge and CAASPP data to identify instructional gaps and adjust instruction for student groups ○ Provide coaching and planning support to strengthen writing instruction, rigor, and alignment between intervention and Tier 1 core instruction ○ Continue targeted support for English learner instructional strategies and academic vocabulary development across content areas Student Services Coordinator will begin attending CRAN meetings through SCOE Teachers and/or administrators will have the opportunity to attend training during the summer on ELA, Writing, Math, and/or SEL. Teachers will be paid their negotiated supplemental rate of pay. LREBG Action – see Annual Progress	$6,401	No

Action #	Title	Description	Total Funds	Contributing
1.3	Certificated Staff to Reduce Class Sizes	Fund staff to reduce class sizes to better serve low-income students, English learners and foster youth.	$148,165	Yes
1.4	Monitoring Learning and Intervention	Monitor the academic achievement of students and provide intervention and support to address the academic needs of all students including SED, EL, foster youth (currently none), and SWD. o Assessments and data management system o Staff to coordinate assessment system and evaluate assessment data o Implement and refine standard-aligned assessments (incoming, progress monitoring, and end-of-year) in ELA and Math to better align local assessment data with grade-level standards and CAASPP expectations o Hold data meetings after each testing window (fall, end of Tri 1, winter, and end of Tri 2). Notes that include assessment outcomes, concerns (academic, behavioral, health, attendance), and next steps will be created and reviewed throughout each trimester to ensure each student's progress is on track o Use assessment and progress monitoring data to identify students needing intervention earlier and adjust supports more quickly o Increase collaboration between intervention staff and classroom teachers to align intervention instruction with Tier 1 core instruction and grade-level learning goals o Coaching and instructional planning for lessons and intervention o Provide additional targeted support in writing comprehension, mathematical reasoning, and application of grade-level skills o Staff to provide targeted intervention to students	$115,746	No

Goal

Goal #	Description	Type of Goal
2	Enhance student engagement by providing enrichment activities, a positive and safe school climate, effective character education, and meaningful parent participation opportunities.	Broad

State Priorities addressed by this goal.

State Priorities: 1, 3, 5, 6

An explanation of why the LEA has developed this goal.

This goal was developed to support the safety, engagement, and involvement of all educational partners. We continue to recognize the need to improve parent engagement and student engagement, attendance, and student well-being. Actions in our 2025/26 LCAP included increasing communication and parent engagement opportunities; adding student engagement events and enhancing our attendance tracking system; and supporting students' social-emotional needs.

Our efforts to engage families and improve communication increased the rating on the metric, "I have opportunities to participate in decision-making groups," from 83.6% in 2019 to 98% in 2026. Comments on the parent survey regarding parent involvement and communication were positive with high praise for the friendly, welcoming environment. Additionally, 100% of parents report that the school is friendly and welcoming for the third consecutive year. On the 2026 parent survey, 90% of parents report having opportunities to provide input on school policies and programs, compared to 87% in 2025 and 83% in 2024. Sustaining high levels of family engagement remains a priority, and Action 2.1 Parent Engagement will continue in the 2026/27 LCAP without modification.

Student survey data indicates continued growth in student engagement and school connectedness. In 2026:
-96.4% of students report there are school activities they enjoy participating in, compared to 93.1% in 2025 and 91.86% in 2024.
-79.8% report they enjoy being at school, compared to 72.7% in 2025 and 69.8% in 2024.
-57.1% report being praised for positive behavior, compared to 38.6% in 2025 and 47% in 2024.

The 2025 Dashboard reports that Suspension Rates declined for all significant student groups since our Baseline year, however our All, Hispanic, and SED student groups increased from the 2024 Dashboard causing our Hispanic and SED student groups to move back to the Very High (Red) performance level. On the 2023 Dashboard our All student group was in the Very High (Red) performance level but they are now in the High (Orange) performance level. Our local Suspension Rate as of April 2026 was 4.30% for our All student group, 15.79% for SED students, and 10% for English learners.

We attribute the positive progress in parent engagement, student engagement, and school connectedness to the actions in Goal 2, while recognizing that attendance and suspension outcomes for some student groups indicate the need for continued refinement and strengthening of supports.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Priority 1C Basic Services Facilities Inspection Tool Rating Source: Facilities Inspection Tool (FIT)	October 2023 Exemplary	October 2024 Good	October 2025 Good	October 2026 Exemplary	Declined one level
2	Priority 3A: Parent Involvement Percentage of parents who agree that the school seeks their participation in advisory groups and input in decision making. Source: Parent Survey	January 2024 96% All 86% SED	January 2025 95% All 90.9% SED	January 2026 98% All 100% SED	January 2027 >96% All >90% SED	+2% All +14% SED
3	Priority 3 B/C: Parent Involvement Percentage of parents who attend Trimester 1 Parent/Teacher Conferences Source: Sign-in Sheet	November 2023 95.54% All 96.77% SED 91.67% EL 100% SWD	November 2024 95.09% All 93.75% SED 81.81% EL 100% SWD	November 2025 100% All 100% SED 100% EL 100% SWD	November 2026 100% All 100% SED 100% EL 100% SWD	+4.46% All +3.23% SED +8.33% EL 0% SWD

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4	Priority 5A: Pupil Engagement Attendance Rate Source: Student Information System (SIS)	April 2024 90.24%	April 2025 89%	April 2026 90.01%	April 2027 ≥95%	-0.23%
5	Priority 5B: Pupil Engagement Percentage of students who were absent for 10% or more of the total instructional days. Source: CA School Dashboard	2023 Dashboard 10.5% All 12.6% White 2.9% Hispanic 15.8% SED	2024 Dashboard 9.9% All 8.7% White 13.5% Hispanic 11.3% SED	2025 Dashboard 10.3% All 6.4% White 18.9% Hispanic 11.9% SED	2026 Dashboard ≤5% All ≤7% White ≤2% Hispanic ≤10% SED	-0.2% All -6.2% White 16% Hispanic -3.9% SED
6	Priority 5C: Pupil Engagement Percentage of students in grades 7/8 who dropped out of school prior to completing 8th grade. Source: SIS	April 2024 0%	April 2025 0%	April 2026 0%	April 2027 0%	No Difference
7	Priorities 6A: School Climate Percentage of students suspended 1 or more times during the school year Source: CA School Dashboard	2023 Dashboard 5.8% All 4.8% White 11.1% Hispanic 14% SED	2024 Dashboard 3.7% All 4.8% White 0% Hispanic 7% SED	2025 Dashboard 5.3% All 4.5% White 7.7% Hispanic 10% SED	2026 Dashboard ≤3% All ≤2% White ≤6% Hispanic ≤7% SED	-0.5% All -0.3% White -3.4% Hispanic -4% SED

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
8	Priorities 6B: School Climate Percentage of students expelled at any time during the school year. Source: SIS	April 2024 0%	April 2025 0%	April 2026 0%	April 2027 0%	No Difference
9	Priority 6C: School Climate Percent of parents, students, and staff who feel the school is safe. Percentage of parents, students, and staff who feel a sense of connectedness to the school. Source: Local Survey	January 2024 Safety 98.9% Students 100% Parents 86% Staff Connectedness 86% Students 98% Parents 93% Staff	January 2025 Safety 95.4% Students 96% Parents 88% Staff Connectedness 82.8% Students 97% Parents 88% Staff	January 2026 Safety 96.5% Students 100% Parents 100% Staff Connectedness 91.7% Students 100% Parents 100% Staff	January 2027 Safety ≥98% Students ≥98% Parents ≥90% Staff Connectedness ≥88% Students ≥98% Parents ≥95% Staff	Safety -2.4% Students 0% Parents +14% Staff Connectedness +5.7% Students +2% Parents +7% Staff

Insert or delete rows, as necessary.

Goal Analysis for 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.

Successes: We regularly communicated with parents through email and social media. We invited parents to attend Friday at the Flag, awards assemblies, Back to School Night, and performances. (Action 2.1) Various student engagement opportunities were offered such as Friday at the Flag, Read Across America, awards assemblies, Principal's List lunch with the principal, Shady Creek for our 6th graders, Red Ribbon Week activities, Spirit Week, whole school swim party, and numerous field trips and assemblies. (Action 2.2) We regularly informed parents and students about the importance of attendance through our Welcome Letter; Back-to-School Night; and on social media. We sent attendance letters as students reached each threshold and held attendance meetings with parents. (Action 2.3) Our part-time school

counselor supported individual and small groups of students. We used Character Strong curriculum in all classrooms. (Action 2.4) SCSOS staff came to PG throughout the year to help teach and implement PBIS. SCSOS staff came at the beginning of the year to work with all PG staff (about 20 staff members) and then additional days for teachers only. Our principal/superintendent, an outside mentor, our three upper-grade teachers, and our Student Services Coordinator attended a 2-day Restorative Practice training in August. (Action 2.5)

A challenge in Action 2.5 is that the behavioral consultant was unavailable for most of the year. To address student behavior and classroom management needs, we instead provided classroom behavior support and instructional modeling for newer teachers through the Tri-County Induction Program (TCIP) and support from the Student Services Coordinator. These supports focused on strengthening classroom management practices, improving teacher capacity to respond to student behaviors, and maintaining consistent behavioral supports for students.

We did not evaluate evidence-based attendance improvement programs or put a program in place because SCSOS staff was not available for Continuous Improvement work. We will form a school-based MTSS team to evaluate attendance, behavior, and academic data; and identify students in need of additional support then hold meetings with families (Action 2.3).

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 were material differences between Budgeted Expenditures and Estimated Actual Expenditures in two actions in Goal 2. In Action 2.4 Support Social-Emotional Needs actual expenditures exceeded the budget because we increased school-based mental health counseling services from one day per week to one and one-half days per week in response to identified student social-emotional and behavioral needs. In Action 2.5 Student Behavior actual expenditures were lower than budgeted because the planned behavioral consultant was unavailable during the implementation period. To address student behavior and classroom management needs, we instead provided classroom behavior support and instructional modeling for newer teachers through the Tri-County Induction Program (TCIP) and support from the Student Services Coordinator. These supports focused on strengthening classroom management practices, improving teacher capacity to respond to student behaviors, and maintaining consistent behavioral supports for students.

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

The actions in Goal 2 were developed to support the engagement of all educational partners, maintain a safe environment, support the social-emotional needs of students, and improve discipline and attendance. The actions showed mixed levels of effectiveness.

Action 2.1 Parent Engagement appears effective: Our efforts to maintain open communication, inclusive advisory opportunities, and strong parent-teacher engagement continue to strengthen family partnerships across all student groups.

- The percentage of parents who agree that the school seeks their participation in advisory groups and decision making increased from 96% of All parents and 86% of SED parents in January 2024 to 98% of All parents and 100% of SED parents in January 2026. (Metric 2)

- Parent participation in Trimester 1 conferences improved to 100% across all student groups in November 2025. EL participation rebounded from 81.81% in 2024 to 100% in 2025. (Metric 3)

- Parent survey results remained highly positive. The percentage of parents who Strongly Agree/Agree that they have opportunities to participate in decision-making groups increased from 83.6% in 2019 to 98% in 2026. Additionally, 100% of parents reported that the school is friendly and welcoming for the third consecutive year.

- The percentage of students, parents, and staff who feel the school is safe and who feel connected has remained consistently high. While responses for most groups declined slightly in both areas in January 2025, results rebounded in January 2026. This suggests that continued emphasis on relationship-building, communication, and inclusive practices is positively impacting school culture. (Metric 9)

Actions 2.2 Student Engagement and 2.4 Support Social-Emotional Needs appear effective in strengthening school connectedness and student enjoyment of school, as measured by consistent multi-year growth across survey indicators and metrics.

- In 2026: 96.4% of students report there are school activities they enjoy participating in, compared to 93.1% in 2025 and 91.86% in 2024; 79.8% report they enjoy being at school, compared to 72.7% in 2025 and 69.8% in 2024; and 57.1% report being praised for positive behavior, compared to 38.6% in 2025 and 47% in 2024.
- More students say they are getting the social emotional support they need: 61.4% in 2026; 42.5% in 2025; 40.7% in 2024.
- More students report that bullying is not a problem at school: 51.8% in 2026; 39.8% in 2025; 33.7% in 2024.
- 91.7% of students reported feeling connected to school, compared to 82.8% in 2025 and 86% in 2024. (Metric 9)

2.5 Student Behavior shows partial effectiveness. While our baseline-to-current data and local data show some improvement, suspension rates continue to disproportionately impact our Hispanic, SED, and EL student groups.

- Compared to the baseline, suspension rates improved for All Students (5.8% to 5.3%), Hispanic students (11.1% to 7.7%), and SED students (14% to 10%). However, compared to the 2024 Dashboard, suspension rates increased for All, Hispanic, and SED student groups, resulting in Hispanic and SED students moving back to the Very High (Red) performance level. (Metric 7)

-Local suspension data as of April 2026 showed improvement for All students at 4.30%, which is lower than the 2025 Dashboard rate. However, suspension rates remain high for SED students at 15.79% and English learners at 10%, showing that additional targeted behavioral supports and more consistent implementation of PBIS are still needed.

- No students were expelled in the 2025/26 school year. (Metric 8)

Action 2.3 Attendance shows mixed effectiveness. Chronic absenteeism improved overall for All students, White students, and SED students when compared to baseline data, but Hispanic student rates increased significantly.

- Chronic absenteeism improved from 10.5% to 10.3% for All students, from 12.6% to 6.4% for White students, and from 15.8% to 11.9% for SED students between the 2023 and 2025 Dashboards. However, Hispanic student rates increased from 2.9% to 18.9%. (Metric 5)
- Attendance rates remained relatively stable overall, decreasing slightly from 90.24% in April 2024 to 90.01% in April 2026 after declining to 89% in April 2025. (Metric 4)
- Local chronic absenteeism data for April 2026 showed improvement for All students at 5.60%. However, rates remain disproportionately high for SED students at 16.33% and English learners at 10%, indicating that additional targeted attendance supports, earlier intervention, and continued family outreach remain necessary.

Overall, Goal 2 actions were effective in improving family engagement, student connectedness, and school climate. However, attendance and suspension data show that Hispanic, SED, and EL student groups continue to experience disproportionate rates of chronic absenteeism

and suspension, indicating that additional refinement and more consistent implementation of attendance and behavioral supports are still needed. Adjustments to Actions 2.3 and 2.5 can be found in Prompt 4.

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

Based on attendance, suspension, and educational partner feedback data, Goal 2 was maintained but Actions 2.2, 2.3, and 2.5 were refined.

Action 2.2 was strengthened by adding additional PBIS recognition and incentive systems to increase student engagement and reinforce positive behavior.

Action 2.3 was revised to support earlier identification of attendance concerns through MTSS processes, attendance problem-solving meetings with families, and monitoring attendance trends by student group to address disproportionality.

Action 2.5 was expanded to strengthen implementation of PBIS and restorative practices, increase staff collaboration and coaching, provide additional student recognition opportunities, and deliver targeted behavioral and social-emotional supports for students with repeated behavioral concerns.

These changes were made in response to attendance and suspension data, as well as educational partner feedback regarding the need for additional student engagement, attendance, and behavior supports.

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	Parent Engagement	Promote parent engagement through regular communication and school events and activities.	$1,844	No

Action #	Title	Description	Total Funds	Contributing
2.2	Student Engagement	Increase student engagement, regular school attendance, and positive behavior by offering varied opportunities for students to engage in school and learning. ○ Panther Pride Initiative ○ Student expectations for standards of behavior. Each week students who exhibit those behaviors are recognized with a certificate during the weekly Friday at the Flag ○ During monthly assemblies, the class that shows the students expectation for the month receives the Panther for the month and gets an earned reward ○ Students regularly receive “PBIS tickets” if they are showing the behaviors of Safe, Respectful, Responsible. Tickets are exchanged for marbles in classroom jars. When the jars are full the class gets a reward ○ Assemblies (*Many of our assemblies of funded through Parent’s Club)* ○ School spirit activities and prizes ○ Student Leadership program ○ Character Trait Recognition	$1,221	No
2.3	Attendance	In addition to increasing student engagement we will: ○ Regularly inform parents and students about the importance of attendance (Welcome Letter; Back-to-School Night; monthly newsletters; meetings) ○ Use our Student Information System (SIS) to monitor student attendance, identify students with emerging attendance concerns earlier, and send attendance letters once a student reaches each threshold ○ Form a school-based MTSS team to evaluate attendance, behavior, and academic data; and identify students in need of additional support ○ Hold attendance problem-solving meetings with families of students identified by the MTSS team to identify barriers and connect families with supports and resources ○ Regularly recognize students with good attendance. ○ Use bilingual staff to personally reach out to EL parents to check on absences, educate them about the importance of good attendance, provide individualized support, and inform them of independent study options if needed ○ Work with SCSOS staff on Continuous Improvement in attendance and monitor attendance trends by student group to identify disproportionality and adjust supports as needed	$17,783	No

Action #	Title	Description	Total Funds	Contributing
2.4	Support Social-Emotional Needs	○ Support SEL needs of all students by funding a part-time school counselor and implementing an SEL curriculum into all classrooms. ○ Continue PD in SEL curriculum/behavior practices	$20,576	No
2.5	Student Behavior	We are part of the SCSOS consortium so this action will be funded through SCSOS. While it is designed to improve the behavior of all students, it will address the Suspension Rate for any student group in the Very High (Red) level. ○ PBIS (We will continue to have ongoing PBIS training on our Monday minimum days throughout the year. Our goal is to be a PBIS school with an articulated philosophy of behavior expectations that are reflected throughout the school and consistently practiced with all staff and students.) ○ Strengthen consistent implementation of PBIS expectations, recognition systems, and restorative practices across classrooms and programs. ○ Provide additional staff collaboration and coaching focused on restorative responses, relationship-building, and alternatives to exclusionary discipline. ○ Increase opportunities for positive student recognition and student engagement activities aligned to PBIS expectations and school connectedness goals. ○ Provide targeted behavioral and social-emotional interventions for students with repeated behavioral referrals or suspensions.	$2,000	No

Insert or delete rows, as necessary.

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$131,260	$0.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
7.389%	0%	$0.00	7.389%

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 #(s)	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
Goal 1, Action 1.3	State and local assessment data indicate that additional academic support is needed to improve achievement and close performance gaps for unduplicated student groups, particularly SED students and English learners. • On the 2025 Dashboard, our All student group scored 4.3 points below standard in ELA and 24.8 points below standard in Math. • Our SED student group scored 16 points below standard in ELA and 31.3 points below standard in Math. • On the 2025 CAASPP, 45.87% of All students and 40.48% of SED students met or exceeded standards in ELA. • In Math, 35.78% of All students and 30.96% of SED students met or exceeded standards. • Although local FastBridge data showed strong growth, achievement gaps remain for unduplicated student groups. The data indicates the need to continue small class sizes, targeted intervention, and differentiated academic support for unduplicated pupils.	The data illustrates that we have made progress, especially in local assessment performance, but there is still more work to do to improve academic achievement and close performance gaps for our unduplicated pupils. In consideration of educational partner input and the ongoing performance gap, we will continue funding additional certificated staff to maintain small class sizes. This action is being provided on an LEA-wide basis and we expect that all students, but especially students scoring below the 40th percentile on FastBridge assessments and/or Standard Nearly Met or Not Met on the CAASPP, will benefit. We believe this action will benefit all students, but especially our SED student group and English learners, because teachers with smaller class sizes have more opportunities to provide differentiated instruction, identify learning gaps earlier, provide targeted intervention, and build stronger relationships with students that support academic engagement and achievement.	For all metrics, we will evaluate performance on ELA and Math. • Metric 5: Dashboard • Metric 6: CAASPP • Metric 11: FastBridge (local assessment)

Insert or delete rows, as necessary.

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
N/A			

Insert or delete rows, as necessary.

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.

PGJUSD does not receive additional concentration grant add-on funding.

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

2026/27 Total Planned Expenditures Table

LCAP Year (Input)	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 %)
2026/27	$ 1,776,414	$ 131,260	7.389%	0.000%	7.389%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 913,968	$ 30,225	$ -	$ -	$ 944,193.00	$ 903,024	$ 41,169

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	Certificated Staff	All	No	LEA-wide		All	On-Going	$ 630,457	$ -	$ 630,457	$ -	$ -	$ -	$ 630,457	0.000%
1	1.2	Professional Development	All	No	LEA-wide		All	On-Going	$ 6,401	$ -	$ -	$ 6,401	$ -	$ -	$ 6,401	0.000%
1	1.3	Certificated Staff to Reduce Class Sizes	All	Yes	LEA-wide	English Learners and Low-Income	All	On-Going	$ 148,165	$ -	$ 148,165	$ -	$ -	$ -	$ 148,165	0.000%
1	1.4	Moniroting Learning and Intervention	All	No	LEA-wide		All	On-Going	$ 105,797	$ 9,949	$ 91,922	$ 23,824	$ -	$ -	$ 115,746	0.000%
2	2.1	Parent Engagement	All	No	LEA-wide		All	On-Going	$ -	$ 1,844	$ 1,844	$ -	$ -	$ -	$ 1,844	0.000%
2	2.2	Student Engagement	All	No	LEA-wide		All	On-Going	$ 1,221	$ -	$ 1,221	$ -	$ -	$ -	$ 1,221	0.000%
2	2.3	Attendance	All	No	LEA-wide		All	On-Going	$ 10,983	$ 6,800	$ 17,783	$ -	$ -	$ -	$ 17,783	0.000%
2	2.4	Support Social-emotional Needs	All	No	LEA-wide		All	On-Going	$ -	$ 20,576	$ 20,576	$ -	$ -	$ -	$ 20,576	0.000%
2	2.5	Student Behavior	All	No	LEA-wide		All	On-Going	$ -	$ 2,000	$ 2,000	$ -	$ -	$ -	$ 2,000	0.000%

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
$ 1,776,414	$ 131,260	7.389%	0.000%	7.389%	$ 148,165	0.000%	8.341%	**Total:**	$ 148,165
								LEA-wide Total:	$ 148,165
								Limited Total:	$ -
								Schoolwide Total:	$ -

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	1.3	Certificated Staff to Reduce Class Sizes	Yes	LEA-wide	English Learners and Low-Income	All	$ 148,165	0.000%

2025/26 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 976,176.00	$ 957,463.00

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	Certificated Staff	No	$ 634,494	$ 623,403
1	1.2	Professional Development	No	$ 7,970	$ 7,447
1	1.3	Certificated Staff to Reduce Class Sizes	Yes	$ 145,020	$ 141,214
1	1.4	Moniroting Learning and Intervention	No	$ 140,295	$ 129,359
2	2.1	Parent Engagement	No	$ 1,188	$ 1,844
2	2.2	Student Engagement	No	$ 3,500	$ 2,819
2	2.3	Attendance	No	$ 20,209	$ 20,780
2	2.4	Support Social-emotional Needs	No	$ 11,000	$ 26,609
2	2.5	Student Behavior	No	$ 12,500	$ 3,988

2025/26 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 133,057	$ 145,020	$ 141,214	$ 3,806	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed 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	1.3	Certificated Staff to Reduce Class Sizes	Yes	$ 145,020	$ 141,214.00	0.000%	0.000%

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)
$ 1,729,214	$ 133,057	0.000%	7.695%	$ 141,214	0.000%	8.166%	$0.00 - No Carryover	0.00% - No Carryover

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.

Local Control and Accountability Plan Instructions

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

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

Reflections: Technical Assistance

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

Local Control and Accountability Plan Instructions

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

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.

Local Control and Accountability Plan Instructions

- 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.
Local Control and Accountability Plan Instructions

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.

Local Control and Accountability Plan Instructions

- 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,

Local Control and Accountability Plan Instructions

- 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.

Local Control and Accountability Plan Instructions

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.

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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.

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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.

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- 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:

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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.

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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

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

- These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
  - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).
  - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
  - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
  - LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
    - Identify the action as an LREBG action;
    - Include an explanation of how research supports the selected action;
    - Identify the metric(s) being used to monitor the impact of the action; and
    - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

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- 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

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- 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.

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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.

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- 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:

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- 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).

Local Control and Accountability Plan Instructions