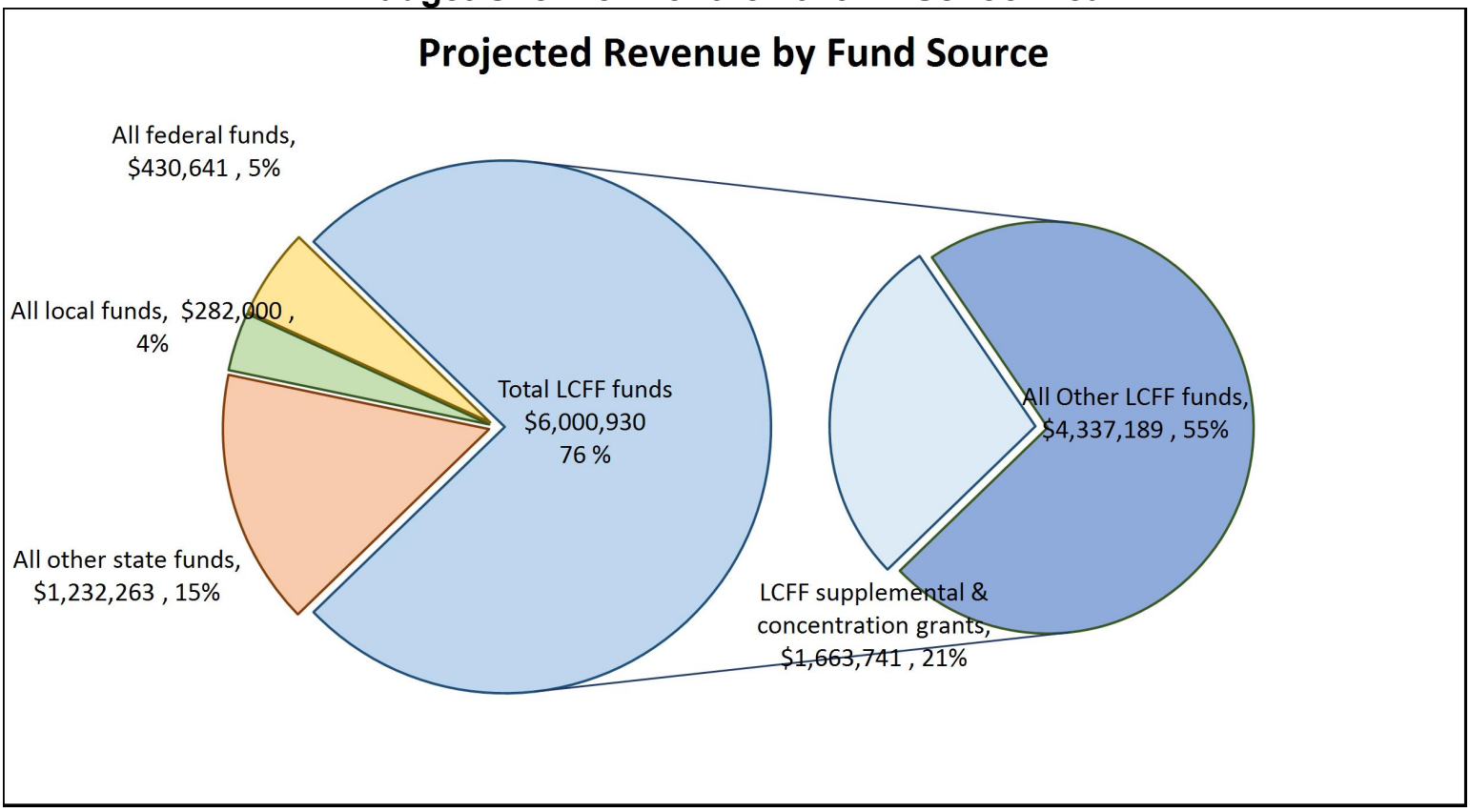
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Alpaugh Unified School District
CDS Code: 54718030000000
School Year: 2026-27
LEA contact information:
Troy Hayes
Superintendent
thayes@alpaughusd.org
(559) 949-8413

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

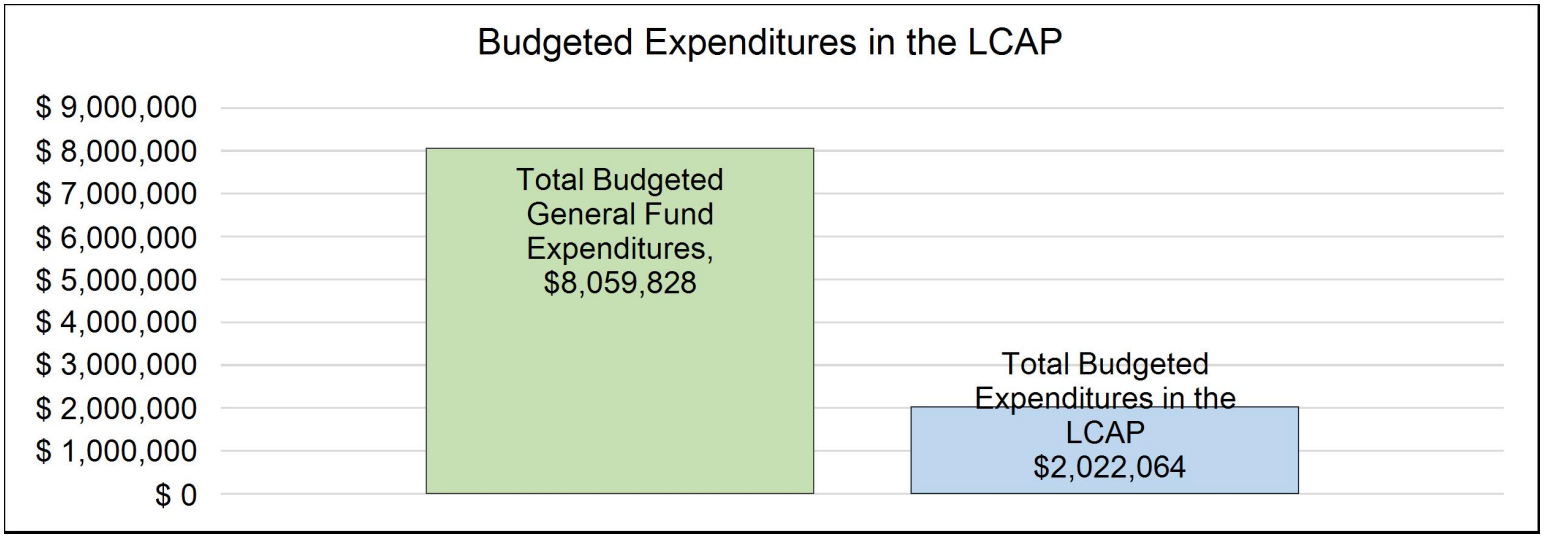


This chart shows the total general purpose revenue Alpaugh Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Alpaugh Unified School District is $7,945,834, of which $6,000,930 is Local Control Funding Formula (LCFF), $1,232,263 is other state funds, $282,000 is local funds, and $430,641 is federal funds. Of the $6,000,930 in LCFF Funds, $1,663,741 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 Alpaugh Unified School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Alpaugh Unified School District plans to spend $8,059,828 for the 2026-27 school year. Of that amount, $2,022,064 is tied to actions/services in the LCAP and $6,037,764 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

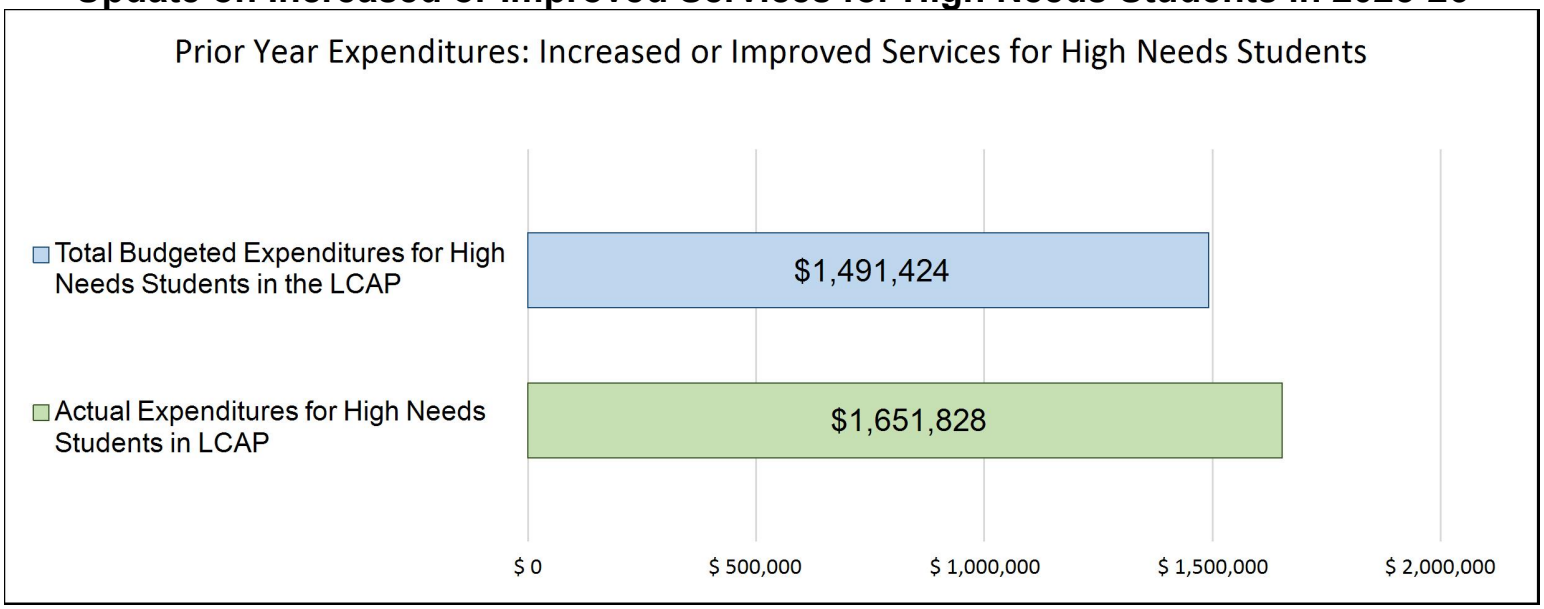
While the Local Control and Accountability Plan (LCAP) outlines expenditures tied directly to identified goals and actions for student outcomes, the district's General Fund also supports several essential operations not specifically included in the LCAP. These expenditures may include items such as districtwide utilities, insurance, legal services, routine maintenance, administrative salaries not directly tied to LCAP goals, and certain technology infrastructure costs. These functions are necessary for the ongoing operation and compliance of the district but are not directly associated with actions or services described in the LCAP.

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

In 2026-27, Alpaugh Unified School District is projecting it will receive $1,663,741 based on the enrollment of Foster Youth, English learner, and low-income students. Alpaugh Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Alpaugh Unified School District plans to spend $1,663,741 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 Alpaugh Unified School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Alpaugh Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Alpaugh Unified School District's LCAP budgeted $1,491,424 for planned actions to increase or improve services for high needs students. Alpaugh Unified School District actually spent $1,651,828 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Alpaugh Unified School District	Troy Hayes Superintendent	thayes@alpaughusd.org (559) 949-8413

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.

Alpaugh Unified School District is a small, rural PK–12 public school district located in southwest Tulare County, within one of the most agriculturally rich regions in the world. The district serves a close-knit community that has faced longstanding economic challenges. Despite these circumstances, students in Alpaugh USD continue to thrive through the district's strong commitment to academic achievement and providing meaningful pathways for college and career readiness.

The district currently serves 365 students in grades Kindergarten through 12th, with an additional 16 children enrolled in its preschool program. Reflective of the county's demographics, Alpaugh USD's student body is composed of approximately 96% Hispanic students and 4% White, Non-Hispanic students. All students qualify for free lunch under the National School Lunch Program. English Learners make up about 46% of the student population, while 7% are students with disabilities and 6% are identified as Migrant students.

Alpaugh USD operates with a dedicated team of 20 full-time teachers serving Preschool through 12th grade. Instructional aides support transitional kindergarten through 3rd grade classrooms, and three Early Literacy Intervention Aides are strategically deployed to bolster foundational reading skills. The district partners with the Tulare County Office of Education to provide a full-time Special Education teacher for students with identified needs. A Principal leads the schools with support from a cohesive leadership team, including the Superintendent, an Academic Coach, and a Teacher on Special Assignment (TOSA) for Early Intervention.

Guided by its Local Control and Accountability Plan (LCAP), Alpaugh Unified is committed to providing high-quality education, empowering student voice, and cultivating a culture of lifelong learning. Through strong partnerships with families, staff, and the community, the district aspires to develop students who are not only academically prepared, but also ethical, compassionate, and responsible members of society.

Reflections: Annual Performance

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

2023 Dashboard Analysis: Overall, Alpaugh USD has much to celebrate and much to work towards continued improvement. In celebration, we maintained a low suspension rate of 1%. We increased students meeting A-G requirements in High School to 76% in 2023 while maintaining graduation rates at 96%. With our EL students, 41% are making progress, a increase of 9%. Chronic Absenteeism rates were reduced by 9.6% to stay in the Yellow Band at 36.7% Chronic , but this will continue to be an area of focus for improvement. Academic areas in need of improvement: ELA remained in the Red, showing decreases in ELA overall scores by 11.3 scale points. In Math, scores remained roughy the same by 2.4 scale points decline.

CAASPP data below is reflective of the 2023 California Dashboard related to "Red" performance indicator results for student groups.

Alpaugh Unified (District):

ELA:

- All Students
- English Learners
- Hispanic
- Socioecomically Disadvantaged

Math:

- All Students
- English Learners
- Hispanic
- Socioecomically Disadvantaged

Alpaugh Elementary School:

ELA:

- All students
- English Learners
- Hispanic - Very Low
- Socioecomonic Disadvantaged

Math
- All Students
- English Learners
- Hispanic - Very Low
- Socioecomonic Disadvantaged

Actions 1.8 and 2.1 address the "Red" performance indicator results in ELA and Math at the district level and elementary school for the identified student groups above.

Benchmark Data
STAR Data ELA - SPRING 2024
44% ALL Students
English Learners
37%
Socioeconomically Disadvantaged
32%
Hispanic
34%
Students with Disabilities
26%

Annual update with 2024 California Dashboard information...

Overall, Alpaugh USD has much to celebrate and much to work towards continued improvement. In celebration, we maintained a low suspension rate of 1%. We increased students meeting A-G requirements in High School to 83% in 2024 while maintaining graduation rates at 97.6%. With our EL students, 23.7% are making progress, a decrease of 18%. Chronic Absenteeism rates were reduced by 9.7% to stay in the Yellow Band at 27% Chronic , but this will continue to be an area of focus for improvement. Academic areas in need of improvement: ELA remained in the Red, showing decreases in ELA overall scores by 4.6 scale points. (This figure could be a bit misleading as overall Grades 4-8 made significant gains in ELA, but 3rd grade scores being so low impacted the entire grade span.) In Math, scores increased overall by 15.2 scale points, leading to a move into the Orange. Our High School Scores showed gains in both ELA (20.3 scale point improvement) and Math (17.7 scale point improvement), however the cohort group was not large enough to be given a color.

Alpaugh Elementary School

All CAASPP data below is reflective of the 2024 California Dashboard.

CAASPP Band Levels
ELA
All students - Very Low - Red
English Learners - Very Low - Red
Socioecomonic Disadvantaged - Very Low - Red
Hispanic - Very Low - Red

Math
All students - Low - Orange
English Learners - Very Low - Red
Socioeconomic Disadvantaged - Low - Orange
Hispanic - Low - Orange

Alpaugh High School
ELA
11th Grade - Gained 20.3 points but the group was so low no groups qualified as large enough for a color to be determined
English Learners - less than 11 students
Socioecomonic Disadvantaged - Increased 37.3 points
Hispanic - Increased 7.4 points

Math
11th Grade - Gained 17.7 points but the group was so low no groups qualified as large enough for a color to be determined
English Learners - Less than 11 students
Socioeconomic Disadvantaged - Increased 17.7 points (no color)
Hispanic - Increased 22.7 points (no color)

Benchmark Data
STAR Data ELA - SPRING 2025
42% ALL Students
English Learners
38%
Socioeconomically Disadvantaged
38%
Hispanic
40%

Students with Disabilities
28%

The district has Red performance level on ELA and Math indicators on the 2024 CA Dashboard for the following groups: All students, English Learners, Hispanic, Socioeconomically Disadvantaged.

2025 Dashboard Analysis:

Overall, Alpaugh USD has much to celebrate and much to work towards continued improvement. In celebration, we stayed in Green, maintaining a low suspension rate of under 0.5%. We increased students meeting A-G requirements in High School to 84% in 2025 based on adjusted cohort rate, while maintaining graduation rates at 93.3%. With our EL students, 35.7% are making progress, an increase of 12%. Chronic Absenteeism rates were reduced by 4.6% to stay in the Yellow Band at 22.4% Chronic , but this will continue to be an area of focus for improvement. Academic areas in need of improvement: ELA moved into the Orange Band, showing increases in ELA overall scores by 14.5 scale points. In Math, scores remained in the Red Band, declining 11.7 scale points.

Alpaugh Elementary School - 2025 update
All CAASPP data below is reflective of the 2025 California Dashboard.

CAASPP Band Levels
ELA
All students - Low - Orange
English Learners - Orange
Socioecomonic Disadvantaged - Orange
Hispanic - Orange

Math
All students - Very Low - Red
English Learners - Red
Socioeconomic Disadvantaged - Red
Hispanic - Red

Alpaugh High School - 2025 update
ELA
11th Grade - Gained 26.8 points but the group was so low no groups qualified as large enough for a color to be determined
English Learners - less than 11 students but progress made increased by 24.5% with 41.2% making progress at yellow.
Socioeconomic Disadvantaged - Increased 19.6 points
Hispanic - Increased 36.5 points

Math

11th Grade - Declined 5.9 points but the group was so low no groups qualified as large enough for a color to be determined
English Learners - Less than 11 students
Socioeconomic Disadvantaged - Declined 12.8 points (no color)
Hispanic - Declined 8.6 points (no color)

Graduation Rate was at 93.8%

Suspension Rate was at 0.9%

A-G Rates were 93%.

Benchmark Data
STAR Data ELA - SPRING 2026
52% ALL Students
English Learners
48%
Socioeconomically Disadvantaged
48%
Hispanic
46%
Students with Disabilities
30%

Learning Recovery Emergency Block Grant

The district will be utilizing all LREBG funding to help achieve Goal 3, Action 3.9,
LREBG funds will be utilized to support psychologist and social worker services as a component of the district's comprehensive system of student supports aligned to Goal 3.9.
The district will utilize Learning Recovery Emergency Block Grant (LREBG) funds to strengthen student support services that address students' social-emotional, behavioral, and mental health needs. Funding will support the provision of school-based psychologist and social worker services to increase students' access to timely, responsive, and culturally responsive supports. These services will include individual and/or small-group counseling, social-emotional support, behavioral interventions, crisis response, student and family support, and coordination with school and community resources, as appropriate. Action 3.9 aligns with the allowable use of funds C. Integrating evidence-based pupil supports to address other barriers to learning, and staff supports and training, such as the provision of health, counseling, or mental health services.
The use of LREBG funds for these services will support the district's efforts to remove barriers to learning, promote student well-being, improve student engagement and attendance, and ensure that students have the support necessary to successfully access and participate in their educational program. Services will be prioritized based on identified student needs and data, with a focus on providing equitable access to mental health and social-emotional supports across student populations.

Reflections: Technical Assistance

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

Alpaugh Unified School District was placed into Technical Assistance during the 2025-26 school year as a result of an increase of 0.4% in Chronic Absenteeism among English Language Learners from 21.7% from 22.1% and low performing indicators (Math - Read/ELA - Orange) in academics. Overall, Chronic Absenteeism has steadily decreased over the past four years, we had one subgroup that caused an increase automatically placing us in a Technical Assistance program. Specifically, AUSD has seen overall Chronic Absenteeism steadily decrease from 46.3% in 2022, 36.7% in 2023, 27% in 2024, to 22.4% in 2025. In spite of these overall reductions, in 2025 our EL Group increased 0.4%. as a result, AUSD participated in a Continuous Improvement Program with Tulare County Office of Education during the 2025-26 school year and will continue year two for the 2026-27 school year. Our team met on 5 occasions as part of the support. Our team has developed a plan to reduce Chronic Absenteeism further with all subgroups moving forward. It is a multi-tiered plan that has slowly been implemented in pieces, but will fully be implemented during the 2026-27 school year by continuing working with the TCOE team. The LAP addresses this need in Goal 3 Action 6.

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.

NA

Support for Identified Schools

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

NA

Monitoring and Evaluating Effectiveness

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

NA

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Parent Advisory Committee and School Site Council September 16, 2025 November 18, 2025 January 27, 2026 May 6, 2026 SELPA - May 13, 2026 Student Leadership Meetings - Monthly Student Surveys May 2026 Certificated as well as Classified Staff were provided an opportunity to provide input through Surveys AUSD is a leader in collaboration with all Certificated and Classified Groups. We believe in in-person collaboration every Wednesday with PLC's, Leadership Team meetings once a month, and monthly meetings with the district leadership along with the Bargaining unit leaders to collaborate on what is best for students and staff. These meetings have lead to the ideas, promotions, and actions to keep everyone engaged for the purpose of serving our students, staff, and community. We also have an open door policy at all times for any discussions needed. District Administration is at all afterschool and Community Events, visible, approachable, and available for	Alpaugh consults with Educational Partners on the LCAP and Annual update included includes consultation with staff, parents, community and students. This is accomplished through meetings with a variety of committees/Educational Partner groups as well as Local Surveys for Parent/Guardians, Staff (Classified and Certificated), and student leadership. Surveys and meetings also provided opportunity for questions and input. Areas of focus highlighted from education partner input include continuing to offer after school intervention options. Superintendent responded that this would be included in the 2026-27 plan and budget and via grants The Superintendent also shared more information about the Community Schools Grant and Save the Children Grant which will work with LCAP plan and funding to provide more opportunities for Home School Connections and Engagement. School Site Council, which serves as our Parent Advisory Committee, includes Parents (including parents of English Learner and Student with Exceptional Needs), Administrators, and Community Members. These partners were instrumental in providing input, attending meetings, and completing surveys that were used in the development of our 2026-27 LCAP plan. Parents have the opportunity to express interest in participating in PAC, SSC at the beginning of each year. An election is held and those elected serve on the committees.

Educational Partner(s)	Process for Engagement
collaboration. AUSD is completely committed to the community it serves.	
English Learner Advisory Committee and DELAC September 16, 2025 November 18, 2025 January 27, 2026 May 6, 2026	Alpaugh consults with Educational Partners on the LCAP and Annual update included includes consultation with staff, parents, community and students. This is accomplished through meetings with a variety of committees/Educational Partner groups as well as Local Surveys for Parent/Guardians, Staff (Classified and Certificated), and student leadership. Surveys and meetings also provided opportunity for questions and input. Areas of focus highlighted from education partner input include continued offering and refinement of after school intervention options, specifically targeting second language learners. In addition, partners commented that they were very happy with the increased community events and would like to see them continue. We have received a grant for ELA and Math Intervention services via Save the Children to be integrated with ELOP. Our Community Schools Grant will continue to let us host community engagement events. Superintendent responded that this would be included in the 2026-27 plan and budget to insure we implement these suggestions. It was discussed how this could be integrated with current ELOP and CHOICES afterschool programs. The Superintendent also shared more information about the Community Schools Grant which will work with LCAP plan and funding to provide more opportunities for Home School Connections and Engagement. These partners were instrumental in providing input, attending meetings, and completing surveys that were used in the development of our 2026-27 LCAP plan. Parents were provided the opportunity to express interest in participating in ELAC/DELAC at the beginning of each year. An election is held and those elected serve on the committee.
Local Bargaining Units Throughout the year during PLCS and surveys taken May 2026.	Alpaugh consults with Local Bargaining Units throughout the year and carries out surveys in May to gather input.These partners were instrumental in providing input, attending meetings, and completing

Educational Partner(s)	Process for Engagement
	surveys that were used in the development of our 2026-27 LCAP plan.
District Board Meetings - June 11, 2026 Public Hearing June 18, 2026 Approval Meeting	Board is presented with LCAP and Local Indicators at June 11, 2026 Public Hearing. They vote to approve the LCAP at June 18, 2026 meeting.
Students and Student Leadership Surveys May 2026	Students are an integral part of the contributions to the LCAP Planning. Student leadership team met frequently throughout the year and took surveys in May 2026.

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

AUSD conducts surveys based on collaboration with students, bargaining units, leadership teams, and the community multi times per year. Parent, Staff, and Student Surveys were conducted in the Spring of 2026 identified some areas of strength and suggestions for the 2026-27 LCAP. Priorities were developed with data from these surveys to identify ongoing or additional supports that would be built into the LCAP. The specific responses are reviewed and included within our LCAP goals, actions and future planning.

Areas of Strength: Action 3.3 Student safety, Action 3.1 and 3.2 Home School Communication, Action 3.3 School Culture
Areas for Growth or Requested Services; Afterschool Intervention Options for all subgroups that can coincide with current ELOP/CHOICES programs-Action 2.8, Additional Action 3.1 Family Engagement Resource Events

Feedback from specific Educational Partner groups included: Action 3.1
SSC, Parent Advisory Committee) and English Learner Advisory Committee (ELAC/DLAC) - Parents expressed appreciation for the increased number of Community Engagement events and meaningful opportunities for involvement, and they voiced a strong interest in seeing these continue. In response, we are intentionally prioritizing these efforts in our planning. We will maintain our commitment to including parents in the instructional process through our Learning Labs, which allow families to observe and engage with classroom learning firsthand—equipping them to better support their children at home. Additionally, parents noted that the afterschool programs offered for both students and families were especially appreciated and highly valued.

Local Bargaining Units - Action 2.1 -Teachers shared again that they highly value the dedicated time each Wednesday to collaborate with their grade-level teams. They acknowledged the district’s strong support of Professional Learning Communities (PLCs), noting that these efforts—paired with focused professional development—have been effective in enhancing instruction. Staff emphasized the positive impact of the Early Literacy Grant and the Early Literacy TOSA in strengthening TK–3 literacy and contributing to student growth. Additionally, teachers expressed that they feel well-supported through ongoing opportunities for professional learning, particularly through the Learning Lab process facilitated by the Academic Coach.

LEA Staff Action 2.1 and 2.2 - This feedback reflects input from all stakeholder groups, including administrators, academic coaches, teachers, classified staff, and key educational partners such as Special Education personnel, the school psychologist, and the social worker. Survey results indicate that students are increasingly being provided with opportunities to engage in critical thinking through Socratic discussions. A significant majority of staff reported feeling a strong sense of belonging on campus and expressed that the professional development they receive is of high quality. Classified staff shared that they feel valued and appreciated, while also expressing a desire for additional training focused on mental health awareness and managing behavioral challenges. Overall, staff reported feeling that the campus is a safe environment and expressed appreciation for the implementation of ActvNet and the regular practice drills for various emergency scenarios.
Teacher Quotes
“Dedicated collaboration time on Wednesdays has transformed the way our grade-level teams work together and support student learning.”
“The district has created a strong culture around Professional Learning Communities, allowing us to collaborate meaningfully and stay focused on student success.”
“Our coach and TOSA are approachable, supportive, and committed to helping staff continue growing professionally.”
“Participating in Learning Labs alongside the Academic Coach has provided practical instructional strategies that I’ve been able to apply right away.”
“The Early Literacy Grant and guidance from the TOSA have had a positive impact on our TK–3 literacy practices and student achievement.”
“It’s exciting to watch our primary students build strong foundational skills with the additional literacy support in place.”
“There is a welcoming and supportive atmosphere here that makes me feel connected and appreciated as part of the school community.”
“The staff genuinely care about each other and our students, creating a shared commitment to helping every child succeed.”
“The district’s emphasis on campus safety, including tools like ActvNet and regular drills, helps staff feel informed and prepared.”
“We’ve strengthened our safety procedures significantly, and I feel reassured by the level of preparation across the campus.”
“I appreciate working in an environment where every staff member’s contributions are acknowledged and respected.”
“Additional professional development around behavioral and emotional student support would be beneficial, and I value that the district recognizes this need.”

Students - Action 3.9 - Student Surveys show growth in areas of Culture and Grading Equity. Students indicated that teachers work with them in grading and flexible with assignments and supported in getting work completed. Overall student feedback was positive and showed improvements in all critical areas. Students indicated they feel they have a voice in school decisions.
Student Quotes:
“My teachers make me feel supported and cared for, which makes school a place I genuinely want to be.”
“Our school has a close community feel where people look out for one another and make you feel included.”
“Classes are more engaging because we’re encouraged to share our thoughts and participate in meaningful conversations.”
“I appreciate that students are given opportunities to have a voice and contribute ideas, especially during Learning Labs.”
“My teachers take the time to check on me and make sure I understand the material before moving on.”
“The staff challenge us to do our best while also being understanding and supportive when we need extra help.”
“What we learn feels connected to real life and prepares us for opportunities beyond school.”
“Programs like AVID and visiting colleges have opened my eyes to future goals and possibilities after graduation.”
“I feel secure on campus because the school regularly practices safety procedures and staff are prepared.”
“It’s reassuring to know the school has systems and plans in place that prioritize student safety and well-being.”

Student Leadership - Action 3.5 - Feedback from student leadership team indicated they felt valued in being involved in school decisions and want to see Leadership Team continue. Students indicated the Leadership Team made them feel more connected at school. Student feedback indicated they want to expand the Leadership in High School to be more Community Connected. This is an integral part of our plan moving forward as a Community School to have students empowered through leadership opportunities within the community.
Student Quotes
“Being part of the Adult Equity Series made me feel like my voice mattered. It was powerful to share my experiences with adults and be heard.”
“I never thought I’d get the chance to speak on issues that affect students like me. The leadership opportunities here have helped me grow more confident.”

Parents/Community- Action 3.2 and 3.3 - Parent survey feedback indicates they feel district has quality teachers and staff. They feel communication has continued to improve overall. Parents indicated they value being involved more in the instructional vision of the school. Educational Partners continue to be pleased with the implementation of Capturing Kids Hearts to all staff. Parents expressed strong support for afterschool initiatives and enrichment opportunities provided. This also encompasses feedback from ELAC/DELAC and SSC/PAC.
Parent Quotes:
“I value the effort the school makes to include families through activities and events that help us stay connected to our children’s learning.”
“The district creates opportunities that strengthen the connection between the school and community. Family events really demonstrate their commitment to parent engagement.”
“The teachers at Alpaugh consistently go the extra mile for students and maintain strong communication with families.”
“I’ve noticed tremendous progress in my child thanks to the care, encouragement, and commitment shown by their teachers each day.”
“What stands out most to me is that my child feels accepted and supported. The school has built a positive and welcoming atmosphere.”
“The relationships between staff and students are incredibly strong, and my child often shares how encouraged and cared for they feel at school.”
“Parents are given many meaningful opportunities to participate, whether through volunteering, school activities, or community events.”
“I appreciate being invited to see learning happening in the classroom because it helps me stay involved and better support my child at home.”
“I have peace of mind knowing my child attends a school where safety and student well-being are a top priority.”
“The school communicates and practices its safety procedures regularly, which gives families confidence in how prepared the staff are.”

Superintendent Comments:
On behalf of everyone at Alpaugh Unified School District, I want to sincerely thank our students, families, staff, and community members for sharing their feedback and perspectives throughout the 2025–2026 school year. Your input continues to play an essential role in shaping the future of our district and strengthening the educational experience we provide for every student.

This year’s feedback reflects the strong sense of connection and belonging that exists across our schools. We are proud to hear that students feel supported by their teachers, families feel welcomed and involved, and staff feel valued as part of a collaborative and caring team. Those relationships are the foundation of a positive school culture and remain central to our mission as a district. We are especially encouraged by the recognition of our teachers, support staff, and leadership teams for their dedication to student success. From collaborative

Professional Learning Communities and Learning Labs to expanded literacy supports and college and career readiness opportunities, our staff continue working tirelessly to create meaningful learning experiences that prepare students for the future.

Families also shared appreciation for the many opportunities to engage with our schools through family nights, classroom activities, student events, and community partnerships. We believe strong school-family relationships are critical to student achievement, and we remain committed to fostering authentic opportunities for parent involvement and collaboration.

Student and staff safety also continues to be a top priority throughout the district. We appreciate the positive feedback regarding our safety practices, emergency preparedness, and systems such as ActvNet. We will continue refining our procedures and ensuring students and staff feel safe, supported, and prepared on every campus. At the same time, we recognize the importance of continuing to grow in areas such as behavioral supports, mental health awareness, and professional development opportunities for all employees. Feedback from our educational partners helps guide our continuous improvement efforts, and we are committed to building additional supports and resources that meet the evolving needs of our students and staff.

Most importantly, we want our community to know that your voices matter. The feedback provided through surveys, meetings, and stakeholder engagement opportunities directly informs our planning and decision-making processes. The LEA completed the draft Local Control and Accountability Plan (LCAP) and presented it to both the Parent Advisory Committee and the English Learner Parent Advisory Committee during the May 2026 meetings. Input and feedback from educational partners were carefully reviewed and incorporated throughout the development of the draft plan. The Superintendent also responds in writing to comments shared by members of ELAC/DELAC and the PAC when needed and as required per statute.

Together, we will continue building upon the strengths of Alpaugh Unified School District while ensuring every student is seen, supported, challenged, and inspired to succeed.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Goal 1: All students will be provided the CONDITIONS FOR LEARNING leading to college and career readiness. They will receive a broad educational program delivered by qualified staff using standards aligned instructional materials in facilities which are well maintained.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

The need to continue developing this Goal also stems from the CA Dashboard College/Career Indicator (CCI). Although currently, there isnt a color performance for CCI, the CCI for Alpaugh indicates 18.8% of students are prepared. The is an increase of 11.3% from last year. Ensuring the Conditions for Learning are in place and ALL students have equitable access to them is foundational to student success. AUSD will continue to focus on maintaining school facilities' safety procedures as recommended by health department to support In-Person Learning for ALL students. These goals will remain the same. Since this is an ongoing requirement of the Williams Act, we will be seeking to increase or maintain fidelity for these priorities. Maintain 100% on the Fit Report Tool via Williams Act. The rationale stated here for the development of this Goal continues as the main driver for the development of actions within this Goal. Student academic success is a top priority. In order for that to happen, through our organizational improvement cycle, we will continue practices that are working, and implement others that can enhance effective instruction and continue to improve facilities to students the best conditions for learning as needed for student success. Some examples are that we have added additional technology resources and upgrades shade structure for additional learning environment, and a major improvement is a new sports/PE complex that included lights and a track. These facilities will also be used for additional community engagement activities so we can reach the whole child. It is also an ongoing priority of the state of California to measure Teacher Qualifications and Placements, therefore it will remain a priority under Goal 1 for Alpaugh USD moving forward.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Teachers fully credentialed	(Priority 1 Basic Services at School: Self-Reflection Tool)	2023-2024 DataQuest Data is as follows...	2024-2025 N/A	(Priority 1 Basic Services at School: Self-Reflection Tool)	Most recent data added for Year 1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		2022-2023 75.% of teachers who are fully credential 10.% Intern 5.4% Ineffective 1.8% Incomplete (State Data) Note: When reviewing Data Quest 2023-2024 data is not available as of yet and prior year "baseline" would be 2022-2023 - correct data shows above and prior reported data below seems to have been incorrect. N/A - FY - Unknown 81.3% of teachers who are fully credential 5.8% Intern 2.9% Ineffective 1.3% Incomplete (State Data)	Total Teaching FTE = 19.4 Clear =64.9% Out of field = 9,2% Intern = 10.3% Ineffective = 15.5%N/A		95% of teachers fully credential (State Data)	outcome. Year 2 not available. Reduction of Clear =10.1% Incomplete decrease = 1.8%% Increased Intern = 0.3% Ineffective has increased = 10.1% Out of field baseline in 2022-23 was 6.9% this is a difference of an increase of 2.3% in 2023-24.
1.2	Teachers Appropriately Assigned	2022-2023	2023-2024	2024-2025 N/A	100% percentage of teachers appropriately	2023-2024

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		93.1% percentage of teachers appropriately assigned for the students they teach 6.9% Out of Field (State Data) Note: When reviewing Data Quest 2023-2024 data is not available as of yet and prior year "baseline" would be 2022-2023 - correct data shows above and prior reported data below seems to have been incorrect N/A - FY - Unknown 92.4% percentage of teachers appropriately assigned for the students they teach 7.6% Out of Field (State Data)	90.8% percentage of teachers appropriately assigned for the students they teach 9.2% Out of Field (State Data)		assigned for the students they teach 0% Out of Field (State Data)	-2.3% percentage of teachers appropriately assigned for the students they teach +2.3% Out of Field
1.3	Facilities maintained in good repair	2023-2024 100% Facilities Good or Better - Goal Met. (Per FIT Report)	2024-2025 100 % of our goal was met. Per our FIT report of August 2024 our Facility remained in good condition or better.	2025-2026 100 % of our goal was met. Per our FIT report of August 2025 our Facility remained in good condition or better.	100% Facilities Good or Better - (Per FIT Report)	There is no difference between baseline and meeting current goal. District maintain 100% of their facilities in good or better repair,

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.4	Pupil Access to standards-aligned Instructional Materials	2023-2024 Instructional Materials 100% - Goal Met. (Per Williams Compliance Report)	2024-2025 Goal was met. Per Williams Compliance Report of Sept 2024, District met 100% compliance of Instruction Materials for all students.	2025-2026 Goal was met. Per Williams Compliance Report of Sept 2025, District met 100% compliance of Instruction Materials for all students.	Instructional Materials 100% - (Per Williams Compliance Report)	There is no difference between baseline and meeting current goal. All students have access to all Instructional Materials.
1.5	Broad Course of study	2023-2024 100% Students have access to ELA, Math, Science, HSS, Physical Education/Health 100% Have access to Visual and Performing Arts 100% ELD for ELs (2024-25 Master Schedule)	2024-2025 100% Students have access to ELA, Math, Science, HSS, Physical Education/Health 100% Have access to Visual and Performing Arts 100% ELD for ELs (2024-25 Master Schedule)	2025-2026 100% Students have access to ELA, Math, Science, HSS, Physical Education/Health 100% Have access to Visual and Performing Arts 100% ELD for ELs (2025-26 Master Schedule)	100% Students have access to ELA, Math, Science, HSS, Physical Education/Health 100% Have access to Visual and Performing Arts 100% ELD for ELs (2026-27 Master Schedule)	There is no difference between baseline and meeting current goal. All students have access to a Broad Course of study per the Master Schedule
1.6	Programs/Services Unduplicated Students	2023-2024 100% Unduplicated Students have access to ELA, Math, Science, HSS, Physical Education/Health and 100% have access to Visual and Performing Arts	2024-2025 District maintained 100% Unduplicated Students have access to ELA, Math, Science, HSS, Physical Education/Health and	2025-2026 District maintained 100% Unduplicated Students have access to ELA, Math, Science, HSS, Physical Education/Health and	100% Unduplicated Students have access to ELA, Math, Science, HSS, Physical Education/Health and 100% have access to Visual and Performing Arts	There is no difference between baseline and meeting current goal. All unduplicated students have access to Program and Services per the Master Schedule

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		100% ELD for ELs (2024-25 Master Schedule)	100% have access to Visual and Performing Arts 100% ELD for ELs (2024-25 Master Schedule)	100% have access to Visual and Performing Arts 100% ELD for ELs (2025-26 Master Schedule)	100% ELD for ELs (2026-27 Master Schedule)	
1.7	Programs/Services Students with exceptional needs	2023-2024 100% Unduplicated Students have access to ELA, Math, Science, HSS, Physical Education/Health 100% have access to Visual and Performing Arts 100% ELD for ELs (2024-25 Master Schedule) Visual and Performing Arts 100% ELD for ELs (2024-25 Master Schedule)	2024-2025 District Maintained 100% Unduplicated Students with exceptional needs to have access to ELA, Math, Science, HSS, Physical Education/Health 100% have access to Visual and Performing Arts 100% ELD for ELs (2024-25 Master Schedule) Visual and Performing Arts 100% ELD for ELs (2024-25 Master Schedule)	2025-2026 District Maintained 100% Unduplicated Students with exceptional needs to have access to ELA, Math, Science, HSS, Physical Education/Health 100% have access to Visual and Performing Arts 100% ELD for ELs (2024-25 Master Schedule) Visual and Performing Arts 100% ELD for ELs (2025-26 Master Schedule)	100% Unduplicated Students have access to ELA, Math, Science, HSS, Physical Education/Health 100% have access to Visual and Performing Arts 100% ELD for ELs (2024-25 Master Schedule) Visual and Performing Arts 100% ELD for ELs (2024-25 Master Schedule)	There is no difference between baseline and meeting current goal. All unduplicated students with exceptional needs have access to Program and Services per the Master Schedule
1.8	Implementation of SBE adopted	2023-2024 (Priority 2: Implementation of State	2024-2025 (Priority 2: Implementation of	2025-2026 (Priority 2: Implementation of	(Priority 2: Implementation of State Standards Reflection Tool)	There is no difference or change from baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	content and performance standards to increase teacher efficacy	Standards Reflection Tool) 1. PD for teaching to Standards for full Implementation 2. Instructional Materials aligned to Standards - Implemented 3. Systemic teacher feedback	State Standards Reflection Tool) 1. PD for teaching to Standards for full Implementation 2. Instructional Materials aligned to Standards - Implemented 3. Systemic teacher feedback	State Standards Reflection Tool) 1. PD for teaching to Standards for full Implementation 2. Instructional Materials aligned to Standards - Implemented 3. Systemic teacher feedback	1. PD for teaching to Standards for full Implementation 2. Instructional Materials aligned to Standards full Implementation 3. Systemic teacher feedback	
1.9	Programs/Services enable ELs to access CA and ELD Standards	2023-2024 (Priority 2: Implementation of State Standards Reflection Tool) 100% ELs access and enrollment in courses aligned to CA State Standards. 100% ELs access and enrollment in ELD. (2024-25 Master Schedule)	2024-2025 (Priority 2: Implementation of State Standards Reflection Tool) 100% ELs access and enrollment in courses aligned to CA State Standards. 100% ELs access and enrollment in ELD. (2024-25 Master Schedule	2025-2026 (Priority 2: Implementation of State Standards Reflection Tool) 100% ELs access and enrollment in courses aligned to CA State Standards. 100% ELs access and enrollment in ELD. (2025-26 Master Schedule	(Priority 2: Implementation of State Standards Reflection Tool) 100% ELs access and enrollment in courses aligned to CA State Standards. 100% ELs access and enrollment in ELD. (2026-27 Master Schedule)	There is no difference or change from baseline

Goal Analysis [2025-26]

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

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

The district successfully carried out LCAP Goal 1 by ensuring that all students had access to the conditions necessary for learning, growth, and preparation for college and career success. Students were provided with a comprehensive and rigorous educational program delivered by appropriately credentialed and highly qualified staff across all grade levels. Standards-aligned instructional materials were available to all students, ensuring equitable access to high-quality instruction.

The district also maintained a strong focus on providing safe, clean, and well-maintained learning environments that support student engagement and achievement. Through effective allocation of resources, strategic staffing, and thoughtful instructional planning, the district sustained the foundational conditions needed for student success.

Implementation of this goal remained consistent throughout the year, with all planned actions carried out as intended. No significant challenges or variances were identified, and the actions associated with this goal continued to effectively support the desired outcomes. Overall, the district maintained stable implementation and demonstrated its ongoing commitment to providing high-quality learning conditions for all students.

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

Action 1.1 – Expenditures increased to support the recruitment, retention, and development of appropriately credentialed and qualified teachers. Additional resources were allocated to intervention programs designed to strengthen instructional practices and improve student learning outcomes.
Action 1.3 – Expenditures exceeded the original budget due to continued investments in facility improvements and maintenance projects aimed at providing students and staff with safe, clean, and well-maintained learning environments that support attendance, engagement, and academic achievement.
Action 1.4 – Additional funds were utilized to expand access to standards-aligned instructional materials and ensure equitable learning opportunities for all students. In collaboration with the Academic Coach, the district conducted a review of classroom and grade-level instructional resources, resulting in the purchase of supplemental textbooks and materials to address identified needs.
Action 1.5 – Increased funding allowed the district to further strengthen college and career readiness efforts by expanding opportunities for students to access and successfully complete A-G coursework. Additional course offerings were made available both during the regular school day and through extended learning opportunities, increasing student access to A-G approved classes.
Action 1.6 – Higher-than-anticipated expenditures supported the expansion of Instructional Aide and Bilingual Aide services. These staff members played a critical role in providing targeted academic support, facilitating small-group instruction, reinforcing essential skills, and assisting teachers in differentiating instruction to meet the diverse needs of students.
Action 1.7 – Expenditures increased to enhance programs and services for students with exceptional needs. Additional costs were primarily associated with specialized instructional materials, student transportation, and other supports necessary to ensure students received appropriate services and access to their educational programs.

Action 1.8 – Increased expenditures reflected the district's investment in professional learning focused on English Language Arts, Mathematics, and effective English Language Development (ELD) practices. Additional resources supported the work of the Academic Coach, who provided ongoing job-embedded coaching, classroom support, modeling of evidence-based instructional strategies, and facilitation of Professional Learning Communities (PLCs). These efforts enabled teachers to collaboratively analyze student data, identify learning needs, and refine instructional practices to improve student outcomes. Supplies and the cost of materials were provided to implement the instruction in the classroom as demonstrated in PLCs.
Action 1.9 – Actual expenditures were lower than originally budgeted for professional development related to English Language Development (ELD). While teachers and instructional aides continued to receive training to strengthen support for English Learners (ELs) and Long-Term English Learners (LTELs), cost efficiencies were achieved through the use of internal expertise, targeted training opportunities, and adjustments to the delivery model. The English Learner Group coaching model was implemented with fewer sessions than initially planned while maintaining a focus on high-impact instructional strategies across TK–12 classrooms.

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

The specific actions implemented under Goal 1 have been partially effective in addressing the identified needs and supporting student success by strengthening the Conditions for Learning. Alpaugh Unified School District (AUSD) has prioritized the maintenance of safe, clean, and functional facilities, as required by the Williams Act, and has consistently achieved 100% compliance on the FIT (Facilities Inspection Tool) Report. These efforts ensure that all students have access to safe learning environments that support daily in-person instruction. Significant facility enhancements, such as upgraded technology infrastructure, the addition of outdoor shade structures for expanded learning spaces, and the development of a new sports and PE complex (featuring lighting and a track), reflect the district's commitment to continuous improvement. These improvements also serve as spaces for increased family and community engagement, aligning with whole-child development priorities.

Additionally, AUSD continues to follow health department safety recommendations to support safe in-person learning for all students. The district has also maintained its commitment to ensuring teacher qualifications and proper staff placement—both of which remain key indicators under the State Priority for Basic Services and are central to this goal.

However, data from the California School Dashboard indicates a need for further improvement in post-secondary readiness. Alpaugh USD currently reports only 18.8% of students as "Prepared" on the College/Career Indicator (CCI), and although the CCI has not been assigned a performance color at this time, this figure highlights a critical area for growth. As a result, the district recognizes the continued need to expand access to high-quality instructional opportunities and support services that directly impact college and career readiness. Students do continue to meet A-G rates at an increasing number exceeding 85%, while students have access to CTE courses but have not completed as of yet.

Through the district's organizational improvement cycle, AUSD will continue practices that have demonstrated success while identifying and implementing new strategies that strengthen instructional effectiveness and equitable access to learning conditions. The rationale for this goal remains aligned with both local needs and state priorities, and ongoing refinement of actions will continue to be informed by student outcome data.

Action 1.1 - Effective: District seeks fully credentialed teachers as well as a low turnover rate of existing fully credential teachers.Current metrics are not available from CDE regarding teacher credentialing and assignment. Even though the data is not available, the district has seen effectiveness with these actions with a 75% recruitment rate, 90% of positions filled, and support provided by the induction program. On -going professional development and support is given to new and existing teachers in order to maintain the highest quality of teaching standards to our students. Data for 2023-24 has been updated in measurement metrics 1.1 as follows....Reduction of Clear =10.1%, Incomplete decrease = 1.8%%, Increased Intern = 0.3%, Ineffective has increased = 10.1%, Out of field baseline in 2022-23 was 6.9% this is a difference of an increase of 2.3% in 2023-24.
Action 1.2 - Effective: District seeks fully credentialed TK teachers as well by providing support of the induction 2-year program. On -going professional development and support is given to new and existing teachers in order to maintain the highest quality of teaching standards to our students. These include the State TK credential requirements. Current metrics are not available from CDE regarding teacher credentialing and assignment. Even though the data is not available, the district has seen effectiveness with these actions with a 75% recruitment rate, 90% of positions filled, and support provided by the induction program.
Action 1.3 - Effective: The district completes and reviews the FIT report annually to be sure that facilities are maintained in good repair and are safe. Meetings are held regularly and in emergency situations that same day with MOT staff and Administration to address any concerns and they are immediately addressed in order to maintain these standards.
Action 1.4 - Effective: All students had access to Instructional Materials (Per Williams Compliance Report) Students will have their own copy of standards-aligned texts and materials. Principal, Academic Coach, and Library Tech review each grade level and classroom each semester/trimester to ensure that requirement is being maintained throughout the year.
Action 1.5 - Effective: There is no difference between baseline and meeting current goal. All students have access to a Broad Course of study per the Master Schedule have access to A-G Requirements, Music, Science, Math, Reading and Literature programs. As per metric 1.5 and 3.7.
Action 1.6 - Effective: As stated in Metric 1.6, There is no difference between baseline and meeting current goal. All unduplicated students have access to Program and Services per the Master Schedule Unduplicated Students do have support staff such as Instructional Aides and Bilingual Aides. These individuals will assist in delivering high quality instruction and promoting a safe environment for learning.
Action 1.7 - Effective: Students will exceptional need have access to counseling, psychology support, and a behavior specialist which provides them support to participate in a broad course of study as indicated in Metric 1.7.
Action 1.8 - Effective: As measured in Metric 1.8 =There is no difference or change from baseline; 2.1 = ELA ALL Students Increased by 10 points DFS, English Learners Decreased by decreased by 3.8 points DFS, Socioeconomically Disadvantaged Increased by 10 points DFS, Hispanic Increased by 9.6 points DFS, Students with Disabilities - No Change, Not large enough subgroup; 2.2. Training for teachers in ELA and Math for ELD strategies. District has maintained a fulltime onsite academic coach for intensive training, coaching, and collaborative teamwork for data analysis and to give additional instructional help for addressing the "Reds" on dashboard. As per measurement metrics 2.2 = MATH ALL Students increased 4.6 by points DFS, English Learners Decreased 16.5 points DFS, Socioeconomically Disadvantaged Increased by 3.5 points DFS, Hispanic decreased by 5.3 DFS, Students with Disabilities No Change, Not currently large enough subgroup.
Action 1.9 - Effective: Training for teachers in ELA and Math for ELD strategies. District has maintained a full time onsite academic coach for intensive training, coaching, and collaborative teamwork for data analysis and to give additional instructional help for increasing student scale scores on dashboard. Over the past year, the district dipped in MATH but increased in ELA to move out of RED into ORANGE Status. As per measurement metrics 2.1 = ELA ALL Students Increased by 10 points DFS, English Learners Decreased by decreased by 3.8 points DFS, Socioeconomically Disadvantaged Increased by 10 points DFS, Hispanic Increased by 9.6 points DFS, Students with Disabilities - No Change, Not large enough subgroup; and measurement metrics 2.2 = MATH ALL Students increased 4.6 by points DFS, English Learners

Decreased 16.5 points DFS, Socioeconomically Disadvantaged Increased by 3.5 points DFS, Hispanic decreased by 5.3 DFS, Students with Disabilities No Change, Not currently large enough subgroup. Additional measurement of metrics was 2.3 =

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.

To further advance Goal 1, Alpaugh Unified School District will expand efforts to strengthen college and career readiness by increasing student access to rigorous coursework, work-based learning opportunities, and targeted academic interventions. The district will continue investing in facility improvements and technology upgrades to provide students with engaging, modern learning environments that support academic success.

Professional learning opportunities for certificated staff will be enhanced through the district's induction and mentoring programs, with a focus on strengthening instructional practices that prepare students for postsecondary education and career pathways. In addition, the district will continue efforts to improve recruitment and retention by targeting a minimum 75% recruitment yield rate and ensuring that at least 90% of positions are filled within the posting timeline.

There are no changes for 2026-2027.

Classified staff will receive expanded training in areas critical to student success, including student mental health, behavioral supports, and effective strategies for supporting the growing number of students with Autism. These efforts are intended to strengthen instructional and support services across the district while contributing to improved outcomes on the College/Career Indicator (CCI). The district will also continue to prioritize student and staff safety and maintain compliance with all Williams Act requirements.

As part of the annual review process, Actions 1.7 and 1.8 have been redesignated as contributing actions based on the demonstrated needs of Unduplicated Pupils.
Action 1.7: Unduplicated Pupils, including students with exceptional needs, may experience academic, social-emotional, and behavioral barriers that impact their engagement and achievement. Counseling services, psychological supports, and behavior intervention services provide targeted and culturally responsive assistance to address trauma, strengthen coping skills, promote positive behaviors, and ensure students can fully access rigorous academic programs.

Action 1.8: Unduplicated Pupils, including English Learners, Low-Income Students, and Foster Youth, often require additional instructional support in English Language Arts and Mathematics to address achievement gaps. Student performance data indicates ongoing needs related to language acquisition, academic vocabulary development, and mastery of grade-level standards. Continued professional learning focused on evidence-based English Language Development (ELD) strategies integrated within core instruction will support teachers in meeting these needs and improving student outcomes.

Additionally, the description of Action 1.5 has been revised to more clearly articulate the services provided and to better demonstrate how the action increases or improves services for Unduplicated Pupils.

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	Highly Qualified Teachers	All students will have access to appropriately credentials teachers. The district will make rigorous effort to recruit and hire fully qualified candidates to the fullest extent possible. This includes attending teacher job fairs for the purposes of recruiting highly qualified and fully credential teachers.	$500.00	Yes
1.2	TK-Teacher	Maintained Highly Qualified TK Teacher that meets all TK credentialed requirement for that grade level to ensure that students learning goals are appropriately addressed.	$134,866.00	Yes
1.3	Facilities Maintained in Good Repair	Utilizing the Fit Tool as a self reflection, facilities will remain in good repair and safe... Students will have access to facilities that, at a minimum, meet the standard of "good repair." Aligned to Priority 1 Basic Conditions Measured by Metrics 1A, 1B, and 1C Local Indicator: Priority 1 Basic Conditions at School Self-Reflection Tool Custodial staff will continue to carry out quarterly assessments of the facilities to ensure this is being met.	$30,000.00	No
1.4	Instructional Materials	All students will have access to Instructional Materials (Per Williams Compliance Report) Students will have their own copy of standards-aligned texts and materials. Principal, Academic Coach, and Library Tech	$20,000.00	No

Action #	Title	Description	Total Funds	Contributing
		will review each grade level and classroom each semester/trimester to insure those requirement is being maintained throughout the year.		
1.5	High School	This action is principally directed to meet the needs of Unduplicated Pupils (English Learners, Foster Youth, and Low-Income students) by increasing access to and successful completion of A-G coursework, which is a key barrier to postsecondary opportunities for these student groups. The district will continue to expand A-G course offerings, provide targeted academic supports aligned with A-G, extend learning opportunities, and strengthen academic counseling and college readiness advising specifically for these students.	$137,378.00	Yes
1.6	Instructional Aide Support	All Unduplicated Students will have support staff such as Instructional Aides and Bilingual Aides. These individuals will assist in delivering high quality instruction and promoting a safe environment for learning.	$247,397.00	Yes
1.7	Students with Exceptional Needs	Student with Exceptional Needs will have access to Counseling, Psychology support, and Behavior Specialist.	$60,000.00	Yes
1.8	ELA/ELD/ Math Coaching	Training for teachers in ELA and Math for ELD strategies. Use of academic coach for intensive training, coaching, and collaborative teamwork for data analysis. This action is designed to address the following student groups with Red indicators in Math and ELA on the 2023 California Dashboard: Alpaugh Unified: All students, EL, SED, and Hispanic Alpaugh Elementary: All students, EL, SED, and Hispanic	$5,000.00	Yes
1.9	ELD Professional Learning for Staff	Staff will participate in professional learning opportunities related to English Language Development (ELD) in order to build knowledge and capacity to effectively address the identified needs of English Learners (ELs) and Long-Term English Learners (LTELs).	$88,369.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Provide Training for all teachers and instructional assistants via the English Learner Group coaching to improve instruction for English Learners (K-12). Training will be provided specifically in strategies that support ELs and LTELs. TOSA will provide Instructional supports in grades TK-3 and overseeing progress monitoring.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Goal 2: Students will show significant academic growth in both English Language Arts (ELA) and Mathematics, aiming to meet or exceed established standards. To achieve this, we will provide a diverse range of learning experiences and supports tailored to each student's needs. Additionally, English Language Learners will receive targeted instruction and resources to help them progress toward English Language Proficiency.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Preparing learners for their futures in a rapidly changing world is a dynamic and ongoing challenge. To effectively address this, it is crucial to continuously monitor student progress toward proficiency using data-driven decision-making. By analyzing relevant data, educators can identify areas where students may need additional support or enrichment. Providing these tailored learning opportunities and supports ensures that each student, as well as various student groups, are equipped with the skills and knowledge necessary to succeed in their future endeavors. This comprehensive approach helps ensure that all learners are well-prepared to navigate and thrive in an ever-evolving landscape.

For the 2026-27 school year, our focus will remain on closing learning loss and gaps for overall student population and all student groups.

This addresses State Priorities:

- Priority 4: Pupil Achievement
- Priority 8: Other Student Outcomes

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Statewide Assessments English Language Arts CAASPP/SBAC	Academic Performance Indicator: ELA ALL Students Red	Academic Performance Indicator:	Academic Performance Indicator:	Academic Performance Indicator: ELA ALL Students	Academic Performance Indicator:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		98 points DFS (Distance from Standard) English Learners Red 104.8 DFS Socioeconomically Disadvantaged Red 98.5 DFS Hispanic Red 95.9 DFS Students with Disabilities Not large enough subgroup Source: 2023 California Dashboard	ELA ALL Students Red 102 points DFS (Distance from Standard) English Learners Red 120 DFS Socioeconomically Disadvantaged Red 101.9 DFS Hispanic Red 102.9 DFS Students with Disabilities Not large enough subgroup Source: 2024 California Dashboard	ELA ALL Students Orange 88.2 points DFS (Distance from Standard) English Learners Orange 107.2 DFS Socioeconomically Disadvantaged Orange 88.4 DFS Hispanic Orange 86.3 DFS Students with Disabilities Not large enough subgroup LTEL's for ELA - Orange 112.7 points below standard Increased 14.5 points 41 LTEL students. This will be the baseline for future years. Source: 2025 California Dashboard	50 points DFS English Learners 75 point DFS Socioeconomically Disadvantaged 70 DFS Hispanic 70 DFS Students with Disabilities Not large enough subgroup Source: 2026 California Dashboard	ELA ALL Students Increased by 9.8 points DFS English Learners Decreased by decreased by 2.4 points DFS Socioeconomically Disadvantaged Increased by 10.1 points DFS Hispanic Increased by 9.6 points DFS LTEL New Baseline Students with Disabilities - No Change Not large enough subgroup

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	Statewide Assessments Mathematics CAASPP/SBAC	Academic Performance Indicator: MATH ALL Students Red 144.1 DFS English Learners Red 144.6 DFS Socioeconomically Disadvantaged Red 146 DFS Hispanic Red 143 DFS Students with Disabilities Not currently large enough subgroup Source: 2023 California Dashboard	Academic Performance Indicator: MATH ALL Students Orange 129 DFS English Learners Red 143.1 DFS Socioeconomically Disadvantaged Orange 131.3 DFS Hispanic Orange 126.4 DFS Students with Disabilities No color Not currently large enough subgroup Source: 2024 California Dashboard	Academic Performance Indicator: MATH ALL Students Red 140.7 DFS English Learners Red 161.3 DFS Socioeconomically Disadvantaged Red 141.5 DFS Hispanic Red 137.7 DFS Students with Disabilities No color Not currently large enough subgroup LTEL's for MATH - Red 193.8 points below standard Declined 11.4 points 168 LTEL students. This will be the baseline for future years.	Academic Performance Indicator: MATH ALL Students Red 100 DFS English Learners RED 100 DFS Socioeconomically Disadvantaged Red 100 DFS Hispanic RED 100 DFS Students with Disabilities Source: 2026 California Dashboard	Academic Performance Indicator: MATH ALL Students increased 3.4 by points DFS English Learners Decreased 16.7 points DFS Socioeconomically Disadvantaged Increased by 4.5 points DFS Hispanic decreased by 5.3 DFS Students with Disabilities No Change Not currently large enough subgroup

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Source: 2025 California Dashboard		
2.3	Percentage of ELs making progress towards English Proficiency as measured by ELPAC 4D English Learner Reclassification Rate	41.8% of ELs making progress towards English language proficiency English Learner Reclassification Rate 2023 8% Source: 2023 California Dashboard	23.7% of ELs making progress towards English language proficiency English Learner Reclassification Rate 2024 0% Source: 2024 California Dashboard	35.7 % of ELs making progress towards English language proficiency English Learner Reclassification Rate 2025 12.5% Source: 2025 California Dashboard	70% of ELs making progress towards English language proficiency English Learner Reclassification RateTarget: 20% Source: 2026 California Dashboard	Decrease of 6.1% of students making progress towards english language proficiency. 12.5% EL's reclassified in 2025, that scored a 4 or higher.
2.4	Maintain Technology 1:1 Ongoing and Upgrades	Technology Inventory Log 1:1 iPads (2023-2024)	District maintained Technology Inventory Log 1:1 iPads (2024-2025)	District maintained Technology Inventory Log 1:1 iPads (2025-2026)	Technology Inventory Log 1:1 iPads	No Difference
2.5	Percentage of High School Students participating in AVID Courses	2023-2024 Master Schedule Baseline to be established in 2024-25 school year.	Master Schedule has 86% of students participating in High School AVID Courses. Baseline to be established in 2024-25 school year	Master Schedule has 90% of students participating in High School AVID Courses. Baseline to be established in 2025-26 school year	Master Schedule 2026-27 Target will be maintained at 86%	Increase of 4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.6	Class Size Reduction	2023-2024 Percentage of Students in Grades TK-2 Making Gains on STAR/STAR Early Literacy STAR/Early Literacy Reading May 2024 percent proficient 44% ALL Students English Learners 37% Socioeconomically Disadvantaged 32% Hispanic 34% Students with Disabilities 26%	2024-2025 Percentage of Students in Grades TK-2 Making Gains on STAR/STAR Early Literacy STAR/Early Literacy Reading May 2025 percent proficient 47% ALL Students English Learners 42% Socioeconomically Disadvantaged 35% Hispanic 36% Students with Disabilities 28%	2025-2026 Percentage of Students in Grades TK-2 Making Gains on STAR/STAR Early Literacy STAR/Early Literacy Reading May 2026 percent proficient 52% ALL Students English Learners 48% Socioeconomically Disadvantaged 48% Hispanic 46% Students with Disabilities 30%	Percentage of Students in Grades TK-2 Making Gains on STAR/STAR Early Literacy 2026-2027 STAR Data ELA - SPRING 2026 60% ALL Students 60%English Learners 60% Socioeconomically Disadvantaged 60% Hispanic 40% Students with Disabilities	STAR/Early Literacy Reading May 2026 percent proficient 8% Increase ALL Students 11% Increase English Learners 16% Increase Socioeconomically Disadvantaged 12% Increase Hispanic 4% Increase Students with Disabilities
2.7	A-G Course Completion Percentage (High School)	76% (2022-23)	83% (2023-2024)	83% (2024-2025)	80%	Increase of 7% exceeding the Target Outcome wanted in Year 3.
2.8	College and Career (Percentage Prepared)	20% of high school students attained College and Career readiness	7.5% of high school students attained College	18.8% of high school students attained College	50% for all student groups	A decrease of 1.2% of high school students attained College

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		English Learners - No Dashboard Report - Less than 11 students 13% Socioeconomically Disadvantaged 20% Hispanic (2022-23)	and Career readiness 0% English Learners 9.1% Socioeconomically Disadvantaged 8.8% Hispanic (2023-2024)	and Career readiness English Leaners - too small group size 20% Socioeconomic Disadvantaged 20% Hispanic (2024-2025)		and Career readiness English Learners - No base to measure due to less than 11 students in baseline year. Increase of 7% Socioeconomically Disadvantaged Maintained at 20% Hispanic
2.9	Percentage of High School Students Prepared for College as measured by Early Assessment Program (EAP) or other assessment	ELA: 0% All Students 0% Socioeconomically Disadvantaged 0% Hispanic Math: 0% All Students 0% Socioeconomically Disadvantaged 0% Hispanic	ELA: 0% All Students 0% Socioeconomically Disadvantaged 0% Hispanic Math: 0% All Students 0% Socioeconomically Disadvantaged 0% Hispanic	ELA: 0% All Students 0% Socioeconomically Disadvantaged 0% Hispanic Math: 0% All Students 0% Socioeconomically Disadvantaged 0% Hispanic	20% for all student groups receiving a Dashboard measure	No Change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(2022-23 11th Grade CAASPP)	(2023-2024 11th Grade CAASPP)	(2024-25 11th Grade CAASPP)		
2.10	Percentage of High School Students Completing as Least One Career Technical Education (CTE Pathway)	0% All Students 0% Socioeconomically Disadvantaged 0% Hispanic (2023 Dashboard)	0% All Students 0% Socioeconomically Disadvantaged 0% Hispanic (2024 Dashboard)	0% All Students 0% Socioeconomically Disadvantaged 0% Hispanic (2025 Dashboard)	20% for all student groups receiving a Dashboard measure	No Change
2.11	Percentage of Students Meeting a-g Requirements AND Completed at Least One CTE Pathway	0% All Students 0% Socioeconomically Disadvantaged 0% Hispanic (2023 Dashboard)	0% All Students 0% Socioeconomically Disadvantaged 0% Hispanic (2024 Dashboard)	0% All Students 0% Socioeconomically Disadvantaged 0% Hispanic (2025 Dashboard)	15% for all student groups receiving a Dashboard measure	No Change
2.12	English Learner Reclassification Rate	8% of English Learners were Reclassified (2022-23)	0% of English Learners were Reclassified (2023-2024)	12.5% of English Learners were Reclassified (2024-2025)	40%	Decrease of 13.5% reclassified rate form baseline

Goal Analysis [2025-26]

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

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

All actions associated with Goal 2 were implemented as planned and continued to support student achievement in English Language Arts (ELA), Mathematics, and college and career readiness. The district provided a range of instructional strategies and academic supports designed to accelerate learning and promote growth for all students. Differentiated instruction, targeted interventions, academic coaching, and data-informed instructional practices were utilized to address individual student needs and ensure access to rigorous learning opportunities.

A continued emphasis was placed on supporting English Learners through designated and integrated English Language Development (ELD) instruction, targeted language acquisition supports, and ongoing progress monitoring. Teachers and support staff worked collaboratively to analyze student performance data, adjust instructional strategies, and provide appropriate interventions to help students make progress toward English language proficiency and academic success.

Implementation of these actions remained consistent throughout the year and aligned with the services outlined in the Local Control and Accountability Plan. The district maintained a strong commitment to equity and access, ensuring that all student groups received the academic support necessary to achieve high levels of success.

The district experienced positive outcomes in several key areas, including growth in ELA performance across student groups and an increase in the English Learner reclassification rate. Students also continued to demonstrate strong college readiness outcomes, with 86% meeting A-G requirements. Additionally, the district expanded opportunities for career exploration through the recent implementation of Career Technical Education (CTE) pathways. While no students have yet completed a CTE pathway due to the program's recent introduction, these courses provide an important foundation for future college and career readiness efforts.

Overall, the actions and services associated with Goal 2 were implemented effectively and contributed to measurable progress toward the district’s academic achievement goals.

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

Action 2.2 – Actual expenditures exceeded the original budget for the Teacher Induction Program as the district continued to invest in supporting teachers on the path to full credentialing and professional growth. Additional funding was utilized to strengthen mentoring and coaching supports, enhance professional learning opportunities, and ensure all program requirements were successfully implemented. These investments contributed to the development of highly effective educators and supported high-quality instruction for students.
Action 2.4 – Expenditures were higher than initially projected to maintain and enhance the district’s technology infrastructure. Funding supported the ongoing replacement of student iPads, device repairs, software licensing and updates, and continued access to internet connectivity through MiFi devices for students and families. These investments ensured reliable access to technology and supported uninterrupted teaching and learning both at school and at home.
Action 2.5 – The district incurred increased expenditures to strengthen college and career readiness initiatives and expand opportunities for postsecondary success. Additional funding supported the expansion of the AVID program to serve all high school students, enhanced Dual Enrollment opportunities through College of the Sequoias, including associated tuition, materials, and program coordination costs, and sustained A–G approved course offerings aligned with college entrance requirements and career pathways.

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

The district's implementation of Goal 2 has been largely effective in promoting academic growth across English Language Arts (ELA) and Mathematics. A variety of targeted instructional strategies and academic supports were provided, including differentiated instruction, small group interventions, and enrichment opportunities based on data-driven planning. These efforts contributed to measurable progress in student outcomes.

In Mathematics, the district saw overall gains across most grade levels, reflecting the positive impact of consistent instructional supports and interventions. In ELA, while the overall performance in grades 3–8 showed an increase of 14.5 points.

At the high school level, both ELA scale scores improved 26.8 points, while Math decreased 5.9 points. Additionally, English Language Learners received focused attention through designated and integrated ELD instruction, and progress monitoring systems ensured timely adjustments to instruction and support.

The district's commitment to equity and access remained evident through the consistent delivery of services across all student groups. Overall, the specific actions under Goal 2 have been effective in supporting academic progress, with room for continued focus on early grade literacy to address the decline in third-grade ELA performance.

Action 2.1 - Effective: Based on teacher surveys and efficacy of teacher evaluations via Ewalk software for classroom observations data collection to identity efficacy trends. Effectiveness was also demonstrated in metrics 2.1, 2.2, and 2.3.
Action 2.2 - Effective: Teachers in the program made progress towards completing their requirements and quality of instruction. This was enhanced by systemic Learning Labs via Academic Coach based on metrics 2.1 and 2.2.
Action 2.3 - Effective: Progress monitoring amongst the lowest grades had marked improvement in reading levels. There was an 11 percent increase in EL Learner progress from the previous year.
Action 2.4 - Effective: District maintained and increase technology resources across all grade spans in good working order to include software curriculum enhancements. Based on metrics 2.1, 2.2, and 2.4.
Action 2.5 - Partially Effective: Metrics 2.8, 2.9, 2.10, and 2.11 did not indicate effectiveness for the action. However, Metric 2.5 baseline indicated 90% of students are enrolled in AVID courses and there is a significant increase in High School students taking dual enrollment courses via College of the Sequoias. We have two students graduating who have completed their AA degrees for the first time in Alpaugh History. 80 percent of our Seniors were accepted into college, the highest rate in the history of Alpaugh High School.
Action 2.6 - Effective: Class size reduction demonstrated effectiveness by showing increases for all student groups on the STAR/Early Literacy Reading assessments (Metric 2.6).

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 reflections from the prior year's implementation of Goal 2, the district has identified areas for refinement and is making strategic adjustments to better support student achievement in the coming year. While many of the planned actions proved effective—particularly in

improving Math outcomes and high school ELA and Math performance—analysis of assessment data continues to reveal many strengths and growth areas, but also has identified student cohorts that need more in depth support.

In support of English Language Learners, the district will also expand its monitoring protocols and increase access to language development tools to accelerate English proficiency, building on the progress made through designated and integrated ELD instruction. Our EL Learners subgroup continues to show gains towards language proficiency and this is showing in our reclassification rates, even with the standard (score of a 4) having been raised.

These changes reflect a continued commitment to data-informed decision-making and equity-driven action, ensuring that instructional efforts remain responsive to student needs and aligned with the district's goal of improving achievement in both ELA and Math.

Metric 2.12 reported in error percent of reclassification rate. This has been corrected. Must have been a typo from a different section years ago.

All changes made will not impact the metrix in this LCAP cyle. There were no additional changes for the 2026-27 year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Professional Development	Fostering a Positive and supportive work environment for both Classified and Certificated. Staff will be provided professional development training. Expenditures include materials, training, travel and additional staff hours and subs. Training will include but not limit to PLC, MTSS, Math, Reading, ELA, and ELPAC. This action is designed to address the following student groups with Red indicators in Math and ELA on the 2023 California Dashboard: Alpaugh Unified: All students, EL, SED, and Hispanic Alpaugh Elementary: All students, EL, SED, and HIspanic	$97,921.00	Yes
2.2	Teacher Induction Program	The district will continue to implement the Teacher Induction Program to support teachers in becoming highly and fully credentialed to support high quality learning environment.	$7,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.3	Services for English Learner Students.	Provide professional development and training to staff directly related to supporting and improving the outcomes of all English Learners. This will included outside professional development resources. Additional Supporting and improving the outcomes of Long Term English Learners. Cost of resources and coaching.	$140,708.00	No
2.4	Maintain 1:1 and upgrade student technology devices and home internet access	Maintaining or replacement of instructional technology to ensure access to up-to-date technology and regular academic use. iPads and chromebooks ongoing updates. At home internet Mifi devices provided as needed.	$137,090.00	Yes
2.5	College and Career Readiness AVID Courses for all HS Students	Preparing students for college and career readiness the district will: A. Continuing support for AVID. All students entering high school will be enrolled in Freshmen Avid and all HS students will be enrolled in Avid. B. Supporting High School Students in a Dual Enrollment program through COS. C. Maintain A-G courses that promote university attendance and career pathways	$23,677.00	Yes
2.6	Class Size Reduction	Maintain classified and certificated staff. This reduction is to maintain low numbers in Grades TK-2 where literacy and language barriers are more significant and necessitate the most support. Lower class size in these grades enable us to make smaller groups for more focused interventions. We are being strategic where we place staff so that lower grades have lower class sizes and instructional aides are available in all lower grade classrooms for additional student support.	$320,911.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Goal 3: Our objective is to actively involve parents, students, and the broader community in the educational process through meaningful and collaborative engagement. By fostering strong partnerships and open lines of communication, we aim to create a supportive network that enhances the educational experience for all students. This includes encouraging parents to take an active role in their children's learning, empowering students to take ownership of their educational journey, and inviting community members to contribute their expertise and resources. Through these collaborative efforts, we strive to build a cohesive and inclusive educational environment that benefits everyone involved. Parent and Pupil Engagement, School Climate	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal was selected because Parent Involvement, Pupil Engagement, as well as School Climate are high priorities for our district.

Educational partners recognize the importance of building a strong sense of community and promoting equity in Alpaugh, especially within its rural context. While we have established parent engagement through committees such as SSC, PAC, ELAC/DELAC, and WASC committees, participation has often been limited to parents who are also employees. This goal seeks to broaden community input and increase active parental involvement on campus and in the educational process.

Research consistently shows that increased parent engagement leads to higher student engagement and achievement. Consequently, improving chronic attendance rates remains a high-priority goal. Despite significant improvements, we will continue to intensively monitor and address chronic attendance.

Chronic Absenteeism was at 37% on the 2023 Dashboard. Engaging students and families will increase attendance through strategic engagement and reduce chronic absenteeism.
Our parent surveys indicated they would like more Community Engagement Events like the events we have help where resources are available to them. This goes in conjunction with our recent Community Schools Grant we were awarded.

Addresses State Priorities Parent Involvement Pupil Engagement School Climate

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Parent Engagement	80% Parents Agree they have input in the school's decision making process 2024 Local Survey Parent Survey	82% Parents Agree they have input in the school's decision making process 2025 Local Survey Parent Survey	85% Parents Agree they have input in the school's decision making process 2026 Local Survey Parent Survey	90% Parents Agree they have input in the school's decision making process May 2027 Local Parent Survey	increased by 5% of parents engaging in student activities.
3.2	Promote parent participation - unduplicated pupils	82% Parents Agree they have opportunities to be involved with their childs school. 2024 Local Parent Survey (Parents of Unduplicated pupils)	80% Parents Agree they have opportunities to be involved with their childs school. 2025 Local Parent Survey (Parents of Unduplicated pupils)	86% Parents Agree they have opportunities to be involved with their childs school. 2026 Local Parent Survey (Parents of Unduplicated pupils)	90% Parents Agree they have opportunities to be involved with their child's school. May 2027 Local Parent Survey	Increase of 4% per parent survey's of the unduplicated pupils.
3.3	Promote parent participation - SpEd students	76% SpEd Parents agree they have opportunities to be involved with their child's school.	80% SpEd Parents agree they have opportunities to be involved with their child's school.	80% SpEd Parents agree they have opportunities to be involved with their child's school.	90% SpEd Parents agree they have opportunities to be involved with their child's school.	Increase of 4% per parent survey's of the unduplicated pupils.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		2024 Local Parent Survey (Parents of SpEd students)	2025 Local Parent Survey (Parents of SpEd students)	2026 Local Parent Survey (Parents of SpEd students)	May 2027 Local Parent (Parents of SpEd students)	
3.4	Pupil Engagement Opportunities	Every grade at least one field trip, but only 4 grades had a Theater Arts experience with their class, not including ELOP trips.	100% of all grades had at least one field trip AND a Theater Arts experience.	100% of all grades had at least one field trip AND a Theater Arts experience.	All students have the opportunity for 1 field trip per year and one Theater Arts Experience	Maintained
3.5	Leadership Development	Leadership Team has been established. 85% of staff feel leadership is an integral component of the culture and community engagement. Per staff survey May 2024	Leadership Team has been established. 87% of staff feel leadership is an integral component of the culture and community engagement. Per staff survey May 2025	Leadership Team has been established. 85% of staff feel leadership is an integral component of the culture and community engagement. Per staff survey May 2026	Leadership Team surveys demonstrate impact on student leadership and achievement. 90% of staff feel leadership is an integral component of the culture and community engagement. Per staff survey May 2027	Maintained
3.6	Chronic Absenteeism	Chronic Absenteeism Rate Indicator 36.7% - All Students (Yellow) 33.6% English Learners - Orange	Chronic Absenteeism Rate Indicator 27% - All Students (Yellow) 21.7% English Learners - Orange	Chronic Absenteeism Rate Indicator 22.4% - All Students (Yellow) 22.1% English Learners - Red	Chronic Absenteeism Rate Indicator 15% Goal for all students groups receiving a Dashboard measure.	Chronic Absenteeism Rate Indicator Decrease of 14.3% - All Students Decreased 11.5% English Learners

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		39% Socioeconomic Disadvantaged - Yellow 36.2% Hispanic - Yellow 46.4% Students w/Disabilities - No Color 50% White - No Color California Dashboard 2023	28% Socioeconomic Disadvantaged - Yellow 26.6% Hispanic - Yellow 40% Students w/Disabilities - No Color 31.8% White - No Color California Dashboard 2024	25.3% Socioeconomic Disadvantaged - Orange 22% Hispanic - Yellow 26.9% Students w/Disabilities - No Color 27.8% White - No Color California Dashboard 2025	California Dashboard 2026	Decrease 13.7% Socioeconomic Disadvantaged Decrease 14.2% Hispanic Decrease 19.5% Students w/Disabilities Decrease 22.2% White
3.7	High School Graduation Rate	High School Graduation rate 96% - All Students English Learners - No Data due to less than 11 students 95.7% Socioeconomically Disadvantaged 96% Hispanic California Dashboard 2023	High School Graduation rate 97.6% - All Students 94.1% English Learners 97.1% Socioeconomically Disadvantaged 97.1% Hispanic California Dashboard 2024	High School Graduation rate 93.8% - All Students Too small number English Learners 93.3% Socioeconomically Disadvantaged 93.3% Hispanic California Dashboard 2025	100% Graduation Rate for all student groups receiving a Dashboard measure. California Dashboard 2026	Decrease 2.2% High School Graduation rate for all Students English Learners - No data from prior year due to not enough students - less than 11. Decrease 2.4% Socioeconomically Disadvantaged Decrease of 2.7% Hispanic

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.8	Pupil Suspension	Suspension Rate Indicator 1.% ALL Students - Green 0.5% English Learners - Green 1.1% Socioeconomic Disadvantaged -Yellow 0.8% Hispanic - Green 2.5% Students w/Disabilities - Yellow 3.2% White - No Color Source: California Dashboard 2023	Suspension Rate Indicator 0.2% ALL Students - Blue 0.6% English Learners - Blue 0.3% Socioeconomic Disadvantaged - Blue 0.3% Hispanic - Blue 0.0% Students w/Disabilities - Blue 0.0% White - No Color Source: California Dashboard 2024	Suspension Rate Indicator 0.5% ALL Students - Green 0.6% English Learners - Blue 0.3% Socioeconomic Disadvantaged - Blue 0.5% Hispanic - Green 0.0% Students w/Disabilities - Blue 0.0% White - No Color Source: California Dashboard 2025	Suspension Rate 0% for all students groups receiving a Dashboard measure. California Dashboard 2026	Suspension Rate Indicator overall improved Decrease 0.5% ALL Students - Green Increased 0.1% English Learners - Blue Decrease .08% Socioeconomic Disadvantaged - Blue Decrease 0.3% Hispanic - Green Decrease 2.5% Students w/Disabilities - Blue Decrease 3.2% White - No Color
3.9	Pupils, parents, and staff sense of school safety and connectedness as determined by survey.	SCHOOL SAFETY 80% of parents feel AUSD provides a safe campus (2024 Local Survey)	SCHOOL SAFETY 82% of parents feel AUSD provides a safe campus	SCHOOL SAFETY 84% of parents feel AUSD provides a safe campus	SCHOOL SAFETY 90% of parents feel AUSD provides a safe campus	Parents Increase 4% Students increase 2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		% of students feel AUSD provides a safe campus % of staff feel AUSD provides a safe campus. (Student and staff data will be established in 2024-2025 for baseline) SCHOOL CONNECTEDNESS % of parents feel positive and a sense of connectedness to school. % of students feel positive and a sense of connectedness to school. % of staff feel positive and a sense of connectedness to school. (Baselines will be set with 2024-2025 School Year Survey)	(2025 Local Survey) 86% of students feel AUSD provides a safe campus 92% of staff feel AUSD provides a safe campus. SCHOOL CONNECTEDNESS 83% of parents feel positive and a sense of connectedness to school. 86% of students feel positive and a sense of connectedness to school. 92% of staff feel positive and a sense of connectedness to school.	(2026 Local Survey) 88% of students feel AUSD provides a safe campus 92% of staff feel AUSD provides a safe campus. SCHOOL CONNECTEDNESS 86% of parents feel positive and a sense of connectedness to school. 88% of students feel positive and a sense of connectedness to school. 92% of staff feel positive and a sense of connectedness to school.	90% of students feel AUSD provides a safe campus 95% of staff feel AUSD provides a safe campus. SCHOOL CONNECTEDNESS 90% of parents feel positive and a sense of connectedness to school. 90% of students feel positive and a sense of connectedness to school. 95% of staff feel positive and a sense of connectedness to school.	Staff maintained 92% SCHOOL CONNECTEDNESS Increase of 3% of parents feel positive and a sense of connectedness to school. Increase of 2% of students feel positive and a sense of connectedness to school. 92% of staff feel positive and a sense of connectedness to school. Stayed the same.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			(Baselines will be set with 2024-2025 School Year Survey)			

Goal Analysis [2025-26]

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

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

All actions associated with Goal 3 were implemented as planned and focused on strengthening meaningful partnerships among families, students, staff, and community stakeholders. Throughout the year, the district utilized a variety of strategies to promote collaboration, gather feedback, and maintain open communication, including community meetings, surveys, workshops, family engagement activities, and community events.

Families were encouraged to play an active role in their children's education through opportunities such as academic nights, volunteer activities, and schoolwide events. Students were provided with opportunities to develop leadership skills, set personal and academic goals, and contribute to school decision-making processes through various student voice initiatives. The district also continued to strengthen partnerships with local organizations and Community School partners, bringing additional resources and services to support students and families.

A highlight of the year was the strong participation in family and community engagement events held throughout the school year. Activities such as the Back-to-School Fair, Literacy Nights, Kinder Prom, and other family-centered events provided meaningful opportunities for families to connect with the school community and support student learning.

These efforts contributed to a positive school climate and fostered strong relationships among students, families, staff, and community members. Implementation remained aligned with the actions outlined in the Local Control and Accountability Plan, ensuring that students benefited from a supportive and inclusive educational environment. Overall, the district successfully maintained consistent implementation of Goal 3 and continued to build a culture of engagement, collaboration, and shared responsibility for student success.

District has a substantial difference in funding support due to Community Schools grant and the ongoing employment of a Community Liaison.

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

Action 3.1 – Actual expenditures were higher than budgeted to continue and enhance family and community communication supports. Additional funds supported the ongoing employment of a Community Liaison, whose responsibilities included strengthening communication between the district and families, conducting outreach efforts, assisting with home visits, supporting attendance interventions, and providing follow-up services for students and families.
Action 3.2 – The district increased expenditures to expand parent trainings, family engagement activities, and communication efforts. Additional funding supported workshop materials, communication resources, and program costs to ensure families have the information and skills needed to support their students and remain informed about district events.
Action 3.3 - The district increased expenditures to maintain and enhance parent communication systems to ensure families receive accurate, timely, and meaningful information regarding student progress, school and district. Additional funding supported communication platforms, technology, and related services to strengthen consistent communication and family engagement.
Action 3.4 – Expenditures exceeded the original budget due to increased investments in student engagement opportunities through extracurricular programs and educational field trips. Additional funding was used to support higher participation levels, transportation expenses, and expanded program offerings for students across multiple grade levels.

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

The actions implemented under Goal 3 have proven to be highly effective in strengthening parent, student, and community engagement throughout the district. Over the past year, the district maintained the number of family-focused events, reaching a total of 23 engagement opportunities designed to foster collaboration, build relationships, and support student success. These events included academic nights, family workshops, cultural celebrations, and community fairs, all aimed at creating inclusive spaces for families to connect with the school community.

With the addition of the Community Schools Grant, via our Community Schools Liaison, the district has beeb able to significantly increase the number of school/community events over the past year plus. With this has come more parent support and involvement, and these continues to be reflected in our parent surveys.

Feedback from families has been overwhelmingly positive, indicating a strong sense of appreciation for the district’s efforts to involve them more deeply in their children’s education. Moreover, parent participation has evolved beyond attendance—more families are now actively contributing to the planning and facilitation of these events, reflecting a growing sense of shared ownership and partnership with the district.

Student engagement has also grown through expanded opportunities for leadership, goal-setting, and input into school initiatives, helping to cultivate a school climate that values student voice. Collaboration with local organizations and community school partners further enhanced the quality and impact of the district’s engagement strategies by bringing in additional resources and support systems for students and families.

Overall, the specific actions taken to implement Goal 3 have been highly effective in building a cohesive, inclusive, and supportive school environment. These efforts have directly contributed to a positive school climate and have strengthened the network of adults and peers working together to support student achievement and well-being.

Action 3.1 - Effective: The district has seen a tremendous outpour of Parent and Community support in their attendance of a mulittude of events and communications. This data was collected via parent and Community surveys.
Action 3.2 - Effective: Parent training sessions held throughout the school year proved to be highly effective, as evidenced by increased parent participation in school events, improved communication between families and staff, and positive feedback from attendees indicating that the training provided valuable strategies to support student learning and well-being at home. This data was collected via parent and Community surveys. Measurement metrics 3.1, 3.2, 3.3. Action 3.3 - Effective: Parent communication efforts during the school year were highly effective, as reflected in over 90% parent survey satisfaction rate regarding school communication, a 50% increase in attendance at family engagement events compared to the prior year, and a 50% rise in parent participation in academic conferences. These results indicate that families felt well-informed, supported, and actively engaged in their child's education. This data was collected via parent and Community surveys.
Action 3,4 - Effective: Pupil engagement strategies implemented during the school year were highly effective, as demonstrated by a increase in average daily attendance, a rise in student participation in extracurricular and enrichment activities, and an improvement on student survey measures of interest and motivation in learning. These gains reflect the success of targeted efforts to foster a positive, interactive, and student-centered learning environment. Measurement metrics 3.4
Action 3.5 - Effective: "Leadership development initiatives during the school year were highly effective, as evidenced by an increase in student participation in leadership roles such as student council, club officers, and peer mentoring; a growth in staff engagement in leadership-focused professional development; and of participants reporting increased confidence in their leadership abilities on end-of-year surveys. These outcomes demonstrate that targeted programs successfully strengthened leadership skills across both student and staff groups."
Action 3.6 - Effective: Chronic absenteeism reduction efforts resulted in a 4.6% decrease in the overall chronic absenteeism rate compared to the prior year. Targeted interventions, including increased parent outreach, attendance incentive programs, and early identification of at-risk students, contributed to stronger daily attendance and improved student engagement.
Action 3.7 - Effective: Efforts to improve high school graduation rates were indicated by achieving a 93.8% graduation rate, reflecting a maintaining from the previous year. Measurement metrics 2.5, 2.8, 2.9, 2.10, 2.11, 3.7.
Action 3.8 - Effective: Efforts to reduce pupil suspension rates are reflective with the overall suspension rate nearly maintaining a low percentage of 0.5%. These improvements were supported by the implementation of restorative practices, increased social-emotional supports, and proactive behavior intervention strategies that promoted a positive school climate.
Action 3.9 - Effective: District efforts to create and maintain a school climate of safety and connectedness were indicated by an increase in positive responses on the Student Surveys regarding students feeling safe at school and an increase in students reporting a strong sense of belonging. The district's implementation of the Capturing Kids' Hearts program, increased campus supervision, and expanded social-emotional supports contributed to a more positive, secure, and inclusive school environment. Measurement metrics 1.3 and 3.9. The additional funding source will be the LREBG throughout the next several years.

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 reflections from the prior year's implementation of Goal 3, the district has identified key areas of success as well as opportunities for refinement, leading to several adjustments for the coming year. The significant increase in family engagement—reflected in the expansion to 25 events and the growing involvement of parents in both planning and execution—has affirmed the effectiveness of community-centered strategies. As a result, the district will formalize this momentum by establishing clearer metrics to track not just the number of events, but also levels of parent participation, leadership roles, and satisfaction through post-event surveys and engagement logs. There are no changes for 2026-2027.

Additionally, the district will utilize feedback from surveys to place greater emphasis on the quality and depth of engagement, including increasing opportunities for parents and students to contribute to school decision-making processes. New actions will include forming parent advisory teams, expanding student leadership initiatives, and deepening partnerships with local organizations to provide ongoing support and enrichment.

These changes reflect a commitment to evolving the district's family and community engagement practices from event-based involvement to sustained, meaningful collaboration—further aligning with the district's vision of a cohesive and inclusive educational environment.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Parent Engagement	The District will maintain the employment of a Community Liaison to ensure easy access for the community and families to communicate, while also supporting school sites and making home visits and follow up calls to address the needs of our families and students.	$3,000.00	Yes
3.2	Parent Training	In order to ensure parents are well informed and have the skills necessary to support their student at home, the district will provide a variety of parent trainings throughout the school year. The district will provide communication to ensure that families and community are aware of opportunities available to them within the district. Expenditures include materials, and program costs.	$1,000.00	No

Action #	Title	Description	Total Funds	Contributing
3.3	Parent Communication	Purchase, maintain parent communication systems to ensure the accurate, timely and meaningful messages get to parents to inform them about their student's progress and other school/district events.	$113,104.00	No
3.4	Pupil Engagement	In order to ensure that all students have the opportunity to participate in extra curricular actives, the district will fund the cost of field trips, and support extra-curricular actives for students K-12.	$23,000.00	Yes
3.5	Leadership Development	The district will cover leadership stipends, Capturing Kids Heart Process Champions Training, as well as leadership team meeting materials, and trainings related to leadership.	$44,803.00	Yes
3.6	Chronic Absenteeism	The District will fund a portion of the Principal position out of LCAP to ensure that the school site is addressing chronic absenteeism. Principal will address the needs of Unduplicated Students to reduce chronic absenteeism by implementing targeted attendance interventions, including early identification of at-risk students through regular attendance monitoring. Outreach will be prioritized for families of Unduplicated Students, with personalized phone calls, home visits, and bilingual communication to address barriers to attendance. The Principal will coordinate with the Community Liaison, Social Worker, and site counselors to connect families with resources such as transportation assistance, health services, and academic support. Positive attendance incentive programs will be implemented to encourage consistent attendance, while staff will be trained to build strong relationships with students, fostering a sense of belonging and engagement that promotes daily school participation. It will also fund the position of the Attendance Secretary and provide staff salary support for attendance makeup days during Saturday School. Attendance incentives will be also use to promote a positive attendance.	$114,261.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.7	High School Graduation Rate	The district will continue to maintain a contracted Counselor, cost of programs and materials.The counselor will support Unduplicated Students in increasing graduation rates by closely monitoring academic progress and identifying students at risk of falling behind. Individual graduation plans will be developed in collaboration with students, families, and teachers to ensure timely credit completion. The counselor will provide targeted guidance on course selection, facilitate access to credit recovery and tutoring programs, and connect students with college and career readiness opportunities. Regular check-ins, mentorship connections, and coordination with community resources will help address academic, social-emotional, and attendance-related barriers, ensuring students remain on track to graduate.	$52,000.00	No
3.8	Pupil Suspension	Cost of staff training in non punitive responses to student discipline. Discipline Policy Training that reflects focus on behavior modification and mental health supports. CPI Training cost and materials.	$1,511.00	No
3.9	Create and Maintain a School Climate of Safety and Connectedness	Improve system for how adults enter campus (fencing and entrance protocols Securly (internet filtering software) Promote school connectedness by providing students with health education and support, emotional, and social skills necessary to be actively engaged in school. Purchase time: TCOE School nurse Counselor or mental health specialist	$218,068.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Crossing Guard Maintain Full time Social Worker Aligned to Priority 6 School Climate Measured by Metrics: Local Measures of pupils', parents', and teachers' sense of Safety and Connectedness Local Measure: Local Survey		

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,663,741	$212,451.00

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
38.552%	0.000%	$0.00	38.552%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Highly Qualified Teachers **Need:** Research studies indicate (D. Goldhber, L. Lavery, and R. Theobald - "Uneven Playing Field? Assessing the Teacher Quality Gap Between Advantaged and Disadvantaged Students") that teacher quality plays the most critical role in a student's success. Research also indicates that many California students in	Recruiting, retaining, and developing high-quality, effective teachers will provide Unduplicated Pupils with teachers that will consistently deliver well-planned and effective lessons while utilizing best practices and strategies. Having high-quality, knowledgeable teachers will appropriately scaffold instruction, provide timely intervention, maximize use of instructional materials, and expertly monitor progress and assess. This will enable Unduplicated Pupils to more successfully access	#1.1 #1.2 #2.1 #2.2

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	high-poverty schools are taught by the most novice teachers (not fully credentialed, inexperienced, under-qualified) and that students of high-poverty schools are very often performing at academic levels below their non-poverty peers. Alpaugh Unified has a socioeconomically disadvantaged student population of nearly 86% and there is evidence of many student needs, including academic and especially for Unduplicated Pupils. 2025 Dashboard ELA Results All Students - 88 points below standard English Learners - 107 points below standard Hispanic - 86 points below standard Socioeconomically Disadvantaged - 88 points below standard 2025 Dashboard Math Results All Students - 140 points below standard English Learners - 161 points below standard Hispanic - 137 points below standard Socioeconomically Disadvantaged - 141 points below standard	the content to be mastered and assist in closing the achievement gap for these students. Providing high-quality, effective teachers in every classroom is not just paramount for Unduplicated Pupils but all other students will also benefit. Students in the district that are not Unduplicated also exhibit the same academic needs and achievement gaps. In a classroom setting, the high-quality instruction cannot be relegated only to Unduplicated Pupils, and in order to most effectively and efficiently implement this action to address the need of Unduplicated Pupils, it is being implemented LEA-wide the impact to Unduplicated Pupil	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	The above academic results are also well below the state average for these groups and indicate a significant achievement gap. **Scope:** LEA-wide		
1.2	**Action:** TK-Teacher **Need:** Alpaugh Unified has a socioeconomically disadvantaged student population of nearly 86% and there is evidence of many student needs, including academic and especially for Unduplicated Pupils. 2025 Dashboard ELA Results All Students - 88 points below standard English Learners - 107 points below standard Hispanic - 86 points below standard Socioeconomically Disadvantaged - 88 points below standard 2025 Dashboard Math Results All Students - 140 points below standard English Learners - 161 points below standard Hispanic - 137 points below standard	Recruiting, retaining, and developing high-quality, effective teachers will provide Unduplicated Pupils with teachers that can consistently deliver well-planned and effective lessons while utilizing best practices and strategies. Having high-quality, knowledgeable teachers will appropriately scaffold instruction, provide timely intervention, maximize use of instructional materials, and expertly monitor progress and assess. This will enable Unduplicated Pupils to more successfully access the content to be mastered and assist in closing the achievement gap for these students. Providing high-quality, effective teachers in every classroom is not just paramount for Unduplicated Pupils but all other students will also benefit. Students in the district that are not Unduplicated also exhibit the same academic needs and achievement gaps. In a classroom setting, the high-quality instruction cannot be relegated only to Unduplicated Pupils, and in order to most effectively and efficiently implement this action to address the need of Unduplicated Pupils, it is being implemented LEA-wide to maximize the impact to Unduplicated Pupils.	#1.2 #2.1 #2.2

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Socioeconomically Disadvantaged - 141 points below standard The above academic results are also well below the state average for these groups and indicate a significant achievement gap. **Scope:** LEA-wide		
1.5	**Action:** High School **Need:** District data shows that English Learners, and Low-Income students are less likely to complete A-G requirements due to barriers such as limited access to rigorous courses and insufficient academic supports. The district has put forth great efforts in providing additional A-G supports and these efforts are demonstrating a positive impact on student success related to A-G outcomes. 2024 Dashboard graduation rate was at 97.6% an increase of 1.6% from the previous year. In addition 83% of high school students met A-G rates. This illustrates the effectiveness of this action in impacting Unduplicated student outcomes and the need to maintain these services. High School Graduation rate 97.6% - All Students	This action is principally directed to Unduplicated Pupils to address equity gaps in A-G access and completion. District data shows that English Learners, and Low-Income students are less likely to complete A-G requirements due to barriers such as limited access to rigorous courses and insufficient academic supports. By expanding A-G offerings, providing targeted supports (tutoring, credit recovery, counseling, AVID), and strengthening advising for Unduplicated Pupils, the district increases and improves services beyond the base program to ensure greater postsecondary eligibility and success. This action is expected to be effective in meeting the goals for Unduplicated Pupils by closing the A-G completion gap, increasing postsecondary eligibility, and improving long-term college and career outcomes. The action is implemented districtwide to ensure a systemic approach that raises outcomes for all students while prioritizing those with the greatest needs.	#1.5 #3.7

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	English Learners - 94.1% in 2024 However, in 2023 there was no data due to less than 11 students 97.1% Socioeconomically Disadvantaged **Scope:** Schoolwide		
1.6	**Action:** Instructional Aide Support **Need:** Alpaugh Unified has a socioeconomically disadvantaged student population of nearly 88% and there is evidence of many student needs, including academic and especially for Unduplicated Pupils. 2024 Dashboard ELA Results All Students - 102 points below standard English Learners - 120 points below standard Hispanic - 102.9 points below standard Socioeconomically Disadvantaged - 101.9 points below standard 2024 Dashboard Math Results All Students - 129 points below standard	Instructional Aides will provide additional learning supports to unduplicated pupils in all subject areas via small groups instruction, tutoring, one-to-one learning opportunities. They will also assist in monitoring the academic progress of these students. These supports will be provided during school. By providing a learning support to unduplicated pupils, students will build academic skills at an accelerated pace. Even though this action is principally directed at addressing the needs of unduplicated pupils, it will be implemented LEA-wide to benefit all students, as many other students exhibited similar needs.	#1.6

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	English Learners - 143.1 points below standard Hispanic - 126.4 points below standard Socioeconomically Disadvantaged - 131.3 points below standard The above academic results are also well below the state average for these groups and indicate a significant achievement gap. **Scope:** LEA-wide		
1.7	**Action:** Students with Exceptional Needs **Need:** Unduplicated Pupils—including English Learners, Low-Income Students, and Foster Youth—often encounter academic, social-emotional, and behavioral challenges that directly affect engagement, attendance, and achievement. For example, in Alpaugh Unified School District, CAASPP data shows persistent gaps in English Language Arts and Mathematics achievement between Unduplicated Pupils and their peers. 72.8% of SWDs are also an English learner and/or socioeconomically disadvantaged. Similar to the unduplicated pupil CAASPP outcomes, SWD also have a considerable achievement gap with their peers. Research confirms these patterns statewide: English Learners and	Providing Counseling, Psychology support, and access to a Behavior Specialist ensures Unduplicated Pupils and Students with Exceptional Needs, receive targeted interventions that address social-emotional, behavioral, and mental health barriers to learning. Many Unduplicated Pupils face increased risk factors such as poverty, trauma, language acquisition challenges, and limited access to external support services. By embedding these supports within the school setting, students can receive timely, consistent, and personalized assistance that improves emotional regulation, builds resilience, and fosters a safe and positive learning environment. This action is implemented on an LEA-wide basis to ensure equity of access for all students who may experience similar needs, regardless of specific subgroup identification. Providing these services universally helps reduce stigma,	#1.7

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Foster Youth are more likely to experience interruptions in learning due to mobility and language development needs, while Low-Income Students disproportionately face barriers related to economic stress and limited access to enrichment opportunities. According to the California Department of Education, Foster Youth graduate at rates nearly 20 percentage points lower than the statewide average, and English Learners consistently perform below state averages on standardized assessments. To address these barriers, the district provides targeted mental health and behavioral supports, recognizing that trauma, stress, and limited coping strategies often interfere with academic progress. Access to Counseling and Psychology services allows for individualized interventions, while a Behavior Specialist implements proactive strategies that build self-regulation and positive behavior. These supports create consistent, culturally responsive, and developmentally appropriate systems that remove barriers to learning, ensuring that Unduplicated Pupils can fully access rigorous academic programs and move toward equitable outcomes in graduation and A–G course completion. **Scope:** LEA-wide	increases student willingness to seek help, and creates a comprehensive system of support that benefits all learners—while ensuring that Unduplicated Pupils, who are statistically more likely to require these interventions, are fully supported in achieving academic and behavioral success.	
1.8	**Action:** ELA/ELD/ Math Coaching **Need:**	Providing targeted training in ELA and Math for ELD strategies equips teachers with the skills to integrate language development into core instruction, ensuring Unduplicated Pupils—	#1.8 #2.1 #2.2

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Unduplicated Pupils, including English Learners, Low Income Students, and Foster Youth, often require targeted instructional strategies in English Language Arts (ELA) and Mathematics to close persistent achievement gaps. Assessment data indicates that these students may struggle with language acquisition, academic vocabulary, and applying grade-level concepts, which impacts their performance across content areas. There is a need for teachers to receive sustained professional development in evidence-based ELD strategies that are integrated into core instruction, ensuring that language development occurs alongside content mastery. Additionally, the use of an Academic Coach to provide intensive training, model lessons, facilitate collaborative planning, and lead data-driven analysis ensures that instructional practices are continuously refined. This level of targeted, ongoing support addresses the need for consistent implementation of high-quality instruction that is responsive to student progress, ultimately improving outcomes for Unduplicated Pupils in both ELA and Mathematics. **Scope:** LEA-wide	particularly English Learners, Low Income Students, and Foster Youth—receive instruction that addresses both content mastery and language acquisition. The inclusion of an Academic Coach allows for intensive, job-embedded professional development, lesson modeling, and structured collaboration for data analysis. This ensures that instructional adjustments are timely, evidence-based, and responsive to student needs. Implementing this action on an LEA-wide basis ensures that all teachers, regardless of grade level or school site, have access to the same high-quality training and coaching. This creates a cohesive instructional approach that benefits all students, while disproportionately supporting Unduplicated Pupils, who are statistically more likely to experience gaps in ELA and Math proficiency. Schoolwide implementation also fosters consistent expectations, shared best practices, and equitable access to instructional supports, helping to close achievement gaps across the district.	
2.1	**Action:** Professional Development **Need:**	The district will provide targeted professional development to more effectively address the needs of Unduplicated student groups. By investing in ongoing professional development, educators can enhance their ability to deliver	#2.1 #2.2 #2.3

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Alpaugh Unified has a socioeconomically disadvantaged student population of nearly 88% and there is evidence of many student needs, including academic and especially for Unduplicated Pupils. 2025 Dashboard ELA Results All Students - 88.2 points below standard English Learners - 107.2 points below standard Hispanic - 86.3 points below standard Socioeconomically Disadvantaged - 88.4points below standard 2025 Dashboard Math Results All Students - 140.7 points below standard English Learners - 161.3 points below standard Hispanic - 137.7 points below standard Socioeconomically Disadvantaged - 141.5 points below standard The above academic results are also well below the state average for these groups and indicate a significant achievement gap. **Scope:**	culturally responsive teaching, differentiate instruction, and implement interventions that promote academic success for these groups. The district will equip staff with the knowledge and skills to meet the diverse needs of unduplicated students as it is vital for closing achievement gaps. Even though this action is principally directed at addressing the needs of Unduplicated pupils, it will be implemented LEA-wide to benefit all students, as many other students exhibited similar needs.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
2.2	**Action:** Teacher Induction Program **Need:** Alpaugh Unified has a socioeconomically disadvantaged student population of nearly 88% and there is evidence of many student needs, including academic and especially for Unduplicated Pupils. 2025 Dashboard ELA Results All Students - 88.2 points below standard English Learners - 107.2 points below standard Hispanic - 86.3 points below standard Socioeconomically Disadvantaged - 88.4points below standard 2025 Dashboard Math Results All Students - 140.7 points below standard English Learners - 161.3 points below standard Hispanic - 137.7 points below standard Socioeconomically Disadvantaged - 141.5 points below standard	Having high-quality, knowledgeable teachers will appropriately scaffold instruction, provide timely intervention, maximize use of instructional materials, and expertly monitor progress and assess. This will enable Unduplicated Pupils to more successfully access the content to be mastered and assist in closing the achievement gap for these students. Teacher induction program is essential for building an equitable and effective teaching workforce. New teachers need focused support and training on how to implement strategies that address challenges with English Learners, low income, hispanic and socioeconomic disadvantaged students. This targeted approach not only helps close achievement gaps but also fosters an inclusive and supportive classroom environment from the very start of a teacher's career. Even though this action is principally directed at addressing the needs of Unduplicated pupils, it will be implemented LEA-wide to benefit all students, as many other students exhibited similar needs.	#2.1 #2.2

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	The above academic results are also well below the state average for these groups and indicate a significant achievement gap. **Scope:** LEA-wide		
2.4	**Action:** Maintain 1:1 and upgrade student technology devices and home internet access **Need:** Many of our AUSD Unduplicated pupil families do not have the fiscal resource afford technology to assist their children in academic learning through the purchase of a device, such as a laptop or Chromebook or being able to afford wi-fi connectivity. This hinders the student's ability to access learning platforms necessary in order to maintain academic progress. Alpaugh Unified has a socioeconomically disadvantaged student population of nearly 88% and there is evidence of many student needs, including academic and especially for Unduplicated Pupils. 2025 Dashboard ELA Results All Students - 88.2 points below standard English Learners - 107.2 points below standard	This action aims to ensure that students have access to updated technology by replacing outdated devices, covering repair costs, and maintaining an inventory of devices for each student. By doing this, the district ensures that all Unduplicated students can effectively utilize technology for their learning needs. By providing equitable access to essential technological resources to all students, it supporting their academic progress and closing the digital divide on an LEA-wide basis.	#2.1 #2.2 #2.4

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Hispanic - 86.3 points below standard Socioeconomically Disadvantaged - 88.4points below standard 2025 Dashboard Math Results All Students - 140.7 points below standard English Learners - 161.3 points below standard Hispanic - 137.7 points below standard Socioeconomically Disadvantaged - 141.5 points below standard The above academic results are also well below the state average for these groups and indicate a significant achievement gap. **Scope:** LEA-wide		
2.5	**Action:** College and Career Readiness AVID Courses for all HS Students **Need:** 2025 Dashboard indicate that 18.8% of high school students are prepare on the college career indicator. English Learners - 2025 Dashboard 0% However, prior year no dashboard report - Less than 11 students	College and Career Readiness programs, AVID courses, Dual Enrollment options, and A-G coursework are especially critical for unduplicated students. These students often face additional barriers to accessing post-secondary opportunities and career pathways. By providing these targeted supports, schools can help ensure that unduplicated students are not only meeting academic requirements but also gaining the skills, guidance, and confidence needed to succeed beyond high school. These programs offer a	#2.5 #2.8 #2.9 #2.10 #2.11 #3.7

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	20% Socioeconomically Disadvantaged 20% Hispanic **Scope:** Schoolwide	bridge to higher education and meaningful careers, empowering students to break cycles of disadvantage and achieve long-term success. Even though this action is principally directed at addressing the needs of Unduplicated pupils, it will be implemented LEA-wide to benefit all students, as many other students exhibited similar needs.	
2.6	**Action:** Class Size Reduction **Need:** Alpaugh Unified has a socioeconomically disadvantaged student population of nearly 88% and there is evidence of many student needs, including academic and especially for Unduplicated Pupils. 2025 Dashboard ELA Results All Students - 88.2 points below standard English Learners - 107.2 points below standard Hispanic - 86.3 points below standard Socioeconomically Disadvantaged - 88.4points below standard 2025 Dashboard Math Results All Students - 140.7 points below standard	Hiring staff to maintain class size reduction is critical for unduplicated students, as it allows for more individualized attention and targeted support. Smaller class sizes enable teachers to differentiate instruction more effectively, address language barriers, and meet the specific learning needs of students who may require additional academic or social-emotional support. For our Unduplicated Students, this personalized approach can make a significant difference in closing achievement gaps, fostering deeper engagement, and ensuring that they receive the guidance and resources necessary to thrive in their educational journey. Even though this action is principally directed at addressing the needs of Unduplicated pupils, it will be implemented LEA-wide to benefit all students, as many other students exhibited similar needs.	#2.6

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	English Learners - 161.3 points below standard Hispanic - 137.7 points below standard Socioeconomically Disadvantaged - 141.5 points below standard The above academic results are also well below the state average for these groups and indicate a significant achievement gap. **Scope:** Schoolwide		
3.1	**Action:** Parent Engagement **Need:** Parent survey results for Unduplicated Students. Many parents indicated that it is important to them that the district continues to maintain effective communication with them, so they are aware of all things impacting the success of their children. The district recognizes the importance of ensuring parents are well-informed and equipped with the necessary skills to support their students at home. To address this need, the district will provide a variety of parent training throughout the school year. **Scope:** LEA-wide	Parent engagement is critical to the academic success of unduplicated students, because it fosters a strong home-school connection that supports student learning. When parents are involved, they can better understand their child's educational needs, collaborate with teachers, and reinforce learning at home. For students who may face language or economic barriers, engaged parents act as advocates, ensuring that their children receive the necessary resources and support. By building meaningful relationships with families, schools can create a more inclusive environment that empowers students to succeed academically and thrive emotionally. Even though this action is principally directed at addressing the needs of Unduplicated pupils, it will be implemented LEA-wide to benefit all students, as many other students exhibited similar needs	#3.1

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
3.4	**Action:** Pupil Engagement **Need:** Alpaugh Unified has a socioeconomically disadvantaged student population of nearly 88% and there is evidence of many student needs, including academic and especially for Unduplicated Pupils. 2025 Dashboard ELA Results All Students - 88.2 points below standard English Learners - 107.2 points below standard Hispanic - 86.3 points below standard Socioeconomically Disadvantaged - 88.4points below standard 2025 Dashboard Math Results All Students - 140.7 points below standard English Learners - 161.3 points below standard Hispanic - 137.7 points below standard Socioeconomically Disadvantaged - 141.5 points below standard The above academic results are also well below the state average for these groups and indicate a significant achievement gap. **Scope:** LEA-wide	Pupil engagement is critical to the academic success of Unduplicated Students, including English Learners, and Low-Income students, because it directly impacts their motivation, participation, and overall achievement in school. Engaged students are more likely to attend regularly, stay focused in class, and actively participate in learning activities, all of which are essential for academic growth. For Unduplicated Students, who may face additional challenges such as language barriers or socioeconomic stress, fostering engagement through culturally relevant instruction, supportive relationships, and meaningful learning experiences is key to helping them thrive. By keeping students connected and invested in their education, schools can reduce dropout rates and close achievement gaps. Even though this action is principally directed at addressing the needs of Unduplicated pupils, it will be implemented LEA-wide to benefit all students, as many other students exhibited similar needs.	#3.4
3.5	**Action:** Leadership Development **Need:**	Leadership development with staff is critical to the academic success of Unduplicated Students, including English Learners, and Low-Income students, because strong, informed leadership drives the creation of inclusive, equitable learning	#3.5

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Staff survey results indicate that while 86% of district staff feel confident in their instructional practices, 80% reported feeling adequately supported in leadership roles connected to district initiatives. This data highlights a clear need to expand professional capacity and provide additional training to ensure alignment with district goals. The district recognizes the importance of ensuring all staff members are supported in their leadership role—not only as classroom instructors but also as leaders of learning communities and advocates for equity. Research from John Hattie emphasizes that collective teacher efficacy is among the highest-impact influences on student achievement, with an effect size of 1.57, far exceeding the threshold for significant impact. In response, the district has identified the need to enhance staff capacity and expertise in implementing district initiatives and achieving established goals. Professional learning and leadership development will be prioritized in areas that directly support Unduplicated Student Groups (English Learners, Low-Income Students, and Foster Youth), where data shows persistent gaps in academic achievement, attendance, and A–G course completion. By strengthening staff leadership and instructional expertise, the district ensures that resources and strategies are targeted to close equity gaps and raise outcomes for all students. **Scope:**	environments. Leaders who are trained to understand the unique challenges these students face can advocate for necessary resources, implement effective instructional practices, and promote culturally responsive teaching. ByChronic absenteeism often disproportionately affects these student groups due to factors such as economic hardships, language barriers, or family obligations. When students miss too many days, they fall behind academically, which can widen achievement gaps and increase the risk of dropping out. By addressing the root causes of absenteeism and implementing supportive interventions, schools can ensure that Unduplicated Students remain engaged in their education, leading to improved academic outcomes and long-term success. Even though this action is principally directed at addressing the needs of Unduplicated pupils, it will be implemented LEA-wide to benefit all students, as many other students exhibited similar needs.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
3.6	**Action:** Chronic Absenteeism **Need:** Alpaugh Unified has a socioeconomically disadvantaged student population of nearly 88% and there is evidence of many student needs, including academic and especially for Unduplicated Pupils. Chronic Absenteeism was at 22.6% rate, improved by 4.6% over prior year. 2025 Dashboard All Students - 22.4% English Learners - 22.1% Hispanic - 22% Students with Disabilities 26.9% Socioeconomically Disadvantaged - 25.3% White 27.8% **Scope:** LEA-wide	Focusing efforts on reducing chronic absenteeism is critical to the academic success of unduplicated students, including English Learners, and Low-Income students, because consistent attendance is essential for learning and academic progress.Chronic absenteeism often disproportionately affects these student groups due to factors such as economic hardships, language barriers, or family obligations. When students miss too many days, they fall behind academically, which can widen achievement gaps and increase the risk of dropping out. By addressing the root causes of absenteeism and implementing supportive interventions, schools can ensure that Unduplicated Students remain engaged in their education, leading to improved academic outcomes and long-term success. Even though this action is principally directed at addressing the needs of Unduplicated pupils, it will be implemented LEA-wide to benefit all students, as many other students exhibited similar needs.	#3.6
3.9	**Action:** Create and Maintain a School Climate of Safety and Connectedness **Need:** 84% of parent surveys indicated feeling safe sending their child to school. The district recognizes the importance of ensuring that all student and parent feel safe entering the campus on a daily basis. The district has	Creating and maintaining a school climate of safety and connectedness is critical to the academic success of Unduplicated Students, including English Learners, and Low Income Students, because it fosters an environment where students feel secure, valued, and supported. These students often face external challenges that can impact their sense of belonging and emotional well-being at school. A positive school climate encourages engagement, reduces anxiety, and	#1.3 #3.9

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	identified the need to enhance safeness and will be implementing the district initiative and achievement established goals. 88% of all students feel safe coming to school and state that AUSD provides a safe campus for their learning. **Scope:** LEA-wide	promotes stronger relationships between students and staff. By prioritizing safety and connectedness, schools can create a space where Unduplicated Students are more likely to participate actively in learning, leading to improved academic outcomes and long-term success. Even though this action is principally directed at addressing the needs of Unduplicated pupils, it will be implemented LEA-wide to benefit all students, as many other students exhibited similar needs.	

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.9	**Action:** ELD Professional Learning for Staff **Need:** We have a high percentage of our student population who are in designated English Language Learners. The instruction and supports for these students is strategic and purposeful in best meeting their needs to increase English Language Acquisition. 23.7% of our EL population made progress, a decrease of 18%. **Scope:**	Strategic research based practices are required to meet the needs of this student subgroup. Professional development for staff increases our ability to serve this student population most effectively.	#2.1 #2.2 #2.3 #2.12

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Limited to Unduplicated Student Group(s)		

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.

NA

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.

The district will utilize Action 2.6 to maintain or increase classified and certificated staff to lower class size in lower grades.

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	NA	1:24 / 1:30
Staff-to-student ratio of certificated staff providing direct services to students	NA	1:24 / 1:30

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	4,315,620	1,663,741	38.552%	0.000%	38.552%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,713,741.00	$308,323.00	$0.00	$0.00	$2,022,064.00	$1,530,370.00	$491,694.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Highly Qualified Teachers	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$500.00	$500.00				$500.00	
1	1.2	TK-Teacher	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$134,866.00	$0.00	$134,866.00				$134,866.00	
1	1.3	Facilities Maintained in Good Repair	All	No			All Schools	Ongoing	$0.00	$30,000.00	$30,000.00				$30,000.00	
1	1.4	Instructional Materials	All	No			All Schools	Ongoing	$0.00	$20,000.00	$20,000.00				$20,000.00	
1	1.5	High School	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Alpaugh High School	Ongoing	$137,378.00	$0.00	$137,378.00				$137,378.00	
1	1.6	Instructional Aide Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$247,397.00	$0.00	$247,397.00				$247,397.00	
1	1.7	Students with Exceptional Needs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$60,000.00	$60,000.00				$60,000.00	
1	1.8	ELA/ELD/ Math Coaching	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$5,000.00	$5,000.00				$5,000.00	
1	1.9	ELD Professional Learning for Staff	English Learners	Yes	Limited to Unduplicated Student Group(s	English Learners	All Schools TK-12	Ongoing	$88,369.00	$0.00	$88,369.00				$88,369.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
					)											
2	**2.1**	Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$75,921.00	$22,000.00	$97,921.00				$97,921.00	
2	**2.2**	Teacher Induction Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$7,500.00	$7,500.00				$7,500.00	
2	**2.3**	Services for English Learner Students.	All	No			All Schools	Ongoing	$140,708.00	$0.00		$140,708.00			$140,708.00	
2	**2.4**	Maintain 1:1 and upgrade student technology devices and home internet access	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$137,090.00	$137,090.00				$137,090.00	
2	**2.5**	College and Career Readiness AVID Courses for all HS Students	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Alpaugh High School 9-12	Ongoing	$0.00	$23,677.00	$23,677.00				$23,677.00	
2	**2.6**	Class Size Reduction	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Alpaugh Elementary TK-3	Ongoing	$320,911.00	$0.00	$320,911.00				$320,911.00	
3	**3.1**	Parent Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$3,000.00	$3,000.00				$3,000.00	
3	**3.2**	Parent Training	All	No				Ongoing	$1,000.00	$0.00		$1,000.00			$1,000.00	
3	**3.3**	Parent Communication	All	No				Ongoing	$104,104.00	$9,000.00		$113,104.00			$113,104.00	
3	**3.4**	Pupil Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$23,000.00	$23,000.00				$23,000.00	
3	**3.5**	Leadership Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$29,803.00	$15,000.00	$44,803.00				$44,803.00	
3	**3.6**	Chronic Absenteeism	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$114,261.00	$0.00	$114,261.00				$114,261.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.7	High School Graduation Rate	All	No			All Schools	Ongoing	$0.00	$52,000.00		$52,000.00			$52,000.00	
3	3.8	Pupil Suspension	All	No			All Schools	Ongoing	$0.00	$1,511.00		$1,511.00			$1,511.00	
3	3.9	Create and Maintain a School Climate of Safety and Connectedness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$135,652.00	$82,416.00	$218,068.00				$218,068.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
4,315,620	1,663,741	38.552%	0.000%	38.552%	$1,663,741.00	0.000%	38.552 %	**Total:**	$1,663,741.00
								LEA-wide Total:	$1,093,406.00
								Limited Total:	$88,369.00
								Schoolwide Total:	$481,966.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Highly Qualified Teachers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$500.00	
1	**1.2**	TK-Teacher	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$134,866.00	
1	**1.5**	High School	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Alpaugh High School	$137,378.00	
1	**1.6**	Instructional Aide Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$247,397.00	
1	**1.7**	Students with Exceptional Needs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$60,000.00	
1	**1.8**	ELA/ELD/ Math Coaching	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.9	ELD Professional Learning for Staff	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools TK-12	$88,369.00	
2	2.1	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$97,921.00	
2	2.2	Teacher Induction Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$7,500.00	
2	2.4	Maintain 1:1 and upgrade student technology devices and home internet access	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$137,090.00	
2	2.5	College and Career Readiness AVID Courses for all HS Students	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Alpaugh High School 9-12	$23,677.00	
2	2.6	Class Size Reduction	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Alpaugh Elementary TK-3	$320,911.00	
3	3.1	Parent Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,000.00	
3	3.4	Pupil Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$23,000.00	
3	3.5	Leadership Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$44,803.00	
3	3.6	Chronic Absenteeism	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$114,261.00	
3	3.9	Create and Maintain a School Climate of Safety and Connectedness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$218,068.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$1,776,651.00	$2,242,255.00

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**	Highly Qualified Teachers	Yes	$500.00	$1,700.00
1	**1.2**	TK-Teacher	Yes	$121,385.00	$129,383.00
1	**1.3**	High School	No	$20,000.00	$35,703.00
1	**1.4**	Facilities Maintained in Good Repair	No	$26,000.00	$26,000.00
1	**1.5**	High School	Yes	$133,533.00	$152,372.00
1	**1.6**	Instructional Aide Support	Yes	$200,629.00	$411,911.00
1	**1.7**	Students with Exceptional Needs	Yes	$40,069.00	$59,534.00
1	**1.8**	ELA/ELD/ Math Coaching	Yes	$14,000.00	$81,527.00
1	**1.9**	ELD Professional Learning for Staff	Yes	$110,494.00	$90,687.00
2	**2.1**	Professional Development	Yes	$68,905.00	$69,736.00
2	**2.2**	Teacher Induction Program	Yes	$16,800.00	$36,466.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.3	Services for English Learner Students.	No	$130,662.00	$139,637.00
2	2.4	Maintain 1:1 and upgrade student technology devices and home internet access	Yes	$109,090.00	$132,034.00
2	2.5	College and Career Readiness AVID Courses for all HS Students	Yes	$23,677.00	$46,526.00
2	2.6	Class Size Reduction	Yes	$204,588.00	$205,444.00
3	3.1	Parent Engagement	Yes	$1,000.00	$24,090.00
3	3.2	Parent Training	Yes	$1,000.00	$10,000.00
3	3.3	Parent Communication	No	$55,000.00	$90,525.00
3	3.4	Pupil Engagement	Yes	$22,000.00	$72,476.00
3	3.5	Leadership Development	Yes	$48,530.00	$43,303.00
3	3.6	Chronic Absenteeism	Yes	$114,248.00	$114,248.00
3	3.7	High School Graduation Rate	No	$52,054.00	$34,351.00
3	3.8	Pupil Suspension	No	$1,511.00	$176.00
3	3.9	Create and Maintain a School Climate of Safety and Connectedness	Yes	$260,976.00	$234,426.00

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$1,548,267	$1,491,424.00	$1,651,828.00	($160,404.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Highly Qualified Teachers	Yes	$500.00	$1,700.00		
1	1.2	TK-Teacher	Yes	$121,385.00	$129,383.00		
1	1.5	High School	Yes	$133,533.00	$152,372.00		
1	1.6	Instructional Aide Support	Yes	$200,629.00	$224,833.00		
1	1.7	Students with Exceptional Needs	Yes	$40,069.00	$59,534.00		
1	1.8	ELA/ELD/ Math Coaching	Yes	$14,000.00	$61,549.00		
1	1.9	ELD Professional Learning for Staff	Yes	$110,494.00	$90,687.00		
2	2.1	Professional Development	Yes	$68,905.00	$69,736.00		
2	2.2	Teacher Induction Program	Yes	$16,800.00	$20,875.00		
2	2.4	Maintain 1:1 and upgrade student technology devices and home internet access	Yes	$109,090.00	$132,034.00		
2	2.5	College and Career Readiness AVID Courses for all HS Students	Yes	$23,677.00	$15,139.00		
2	2.6	Class Size Reduction	Yes	$204,588.00	$205,444.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	**3.1**	Parent Engagement	Yes	$1,000.00	$24,089.00		
3	**3.2**	Parent Training	Yes	$1,000.00	0.00		
3	**3.4**	Pupil Engagement	Yes	$22,000.00	$72,476.00		
3	**3.5**	Leadership Development	Yes	$48,530.00	$43,303.00		
3	**3.6**	Chronic Absenteeism	Yes	$114,248.00	$114,248.00		
3	**3.9**	Create and Maintain a School Climate of Safety and Connectedness	Yes	$260,976.00	$234,426.00		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
4,207,303.00	$1,548,267	0.00%	36.800%	$1,651,828.00	0.000%	39.261%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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