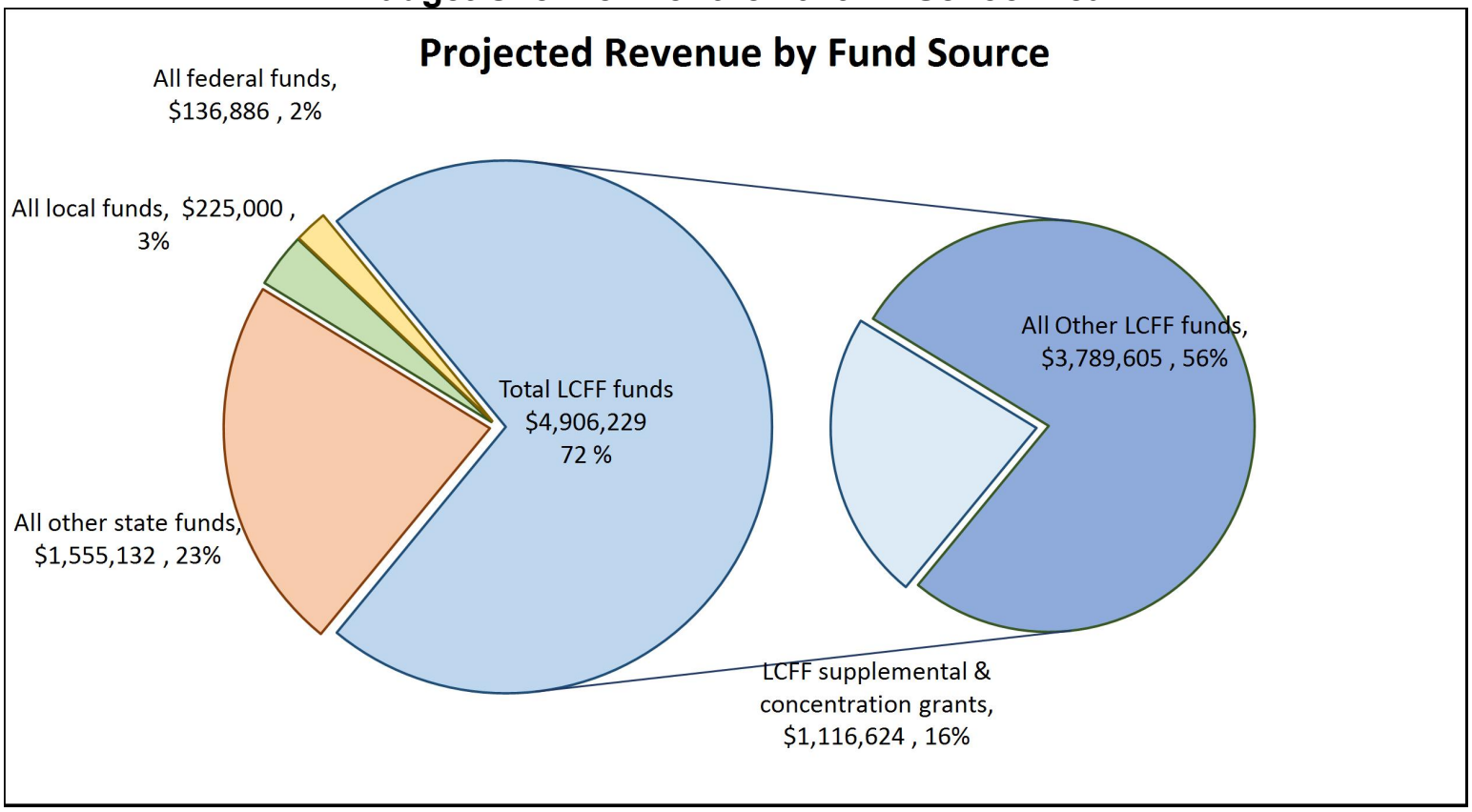
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Merced River Union Elementary School District
CDS Code: 24-73726-6025803
School Year: 2026-27
LEA contact information:
Richard Lopez
Superintendent
rlopez@mrsd.us
209-358-5679

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

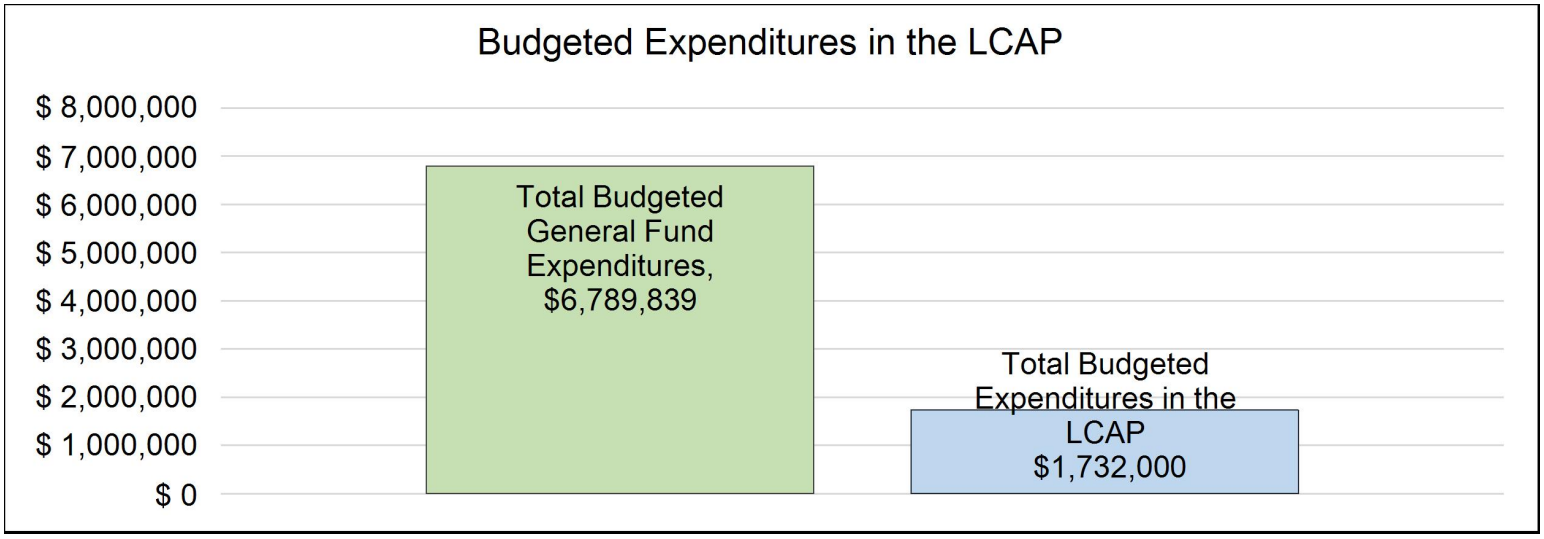


This chart shows the total general purpose revenue Merced River Union Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Merced River Union Elementary School District is $6,823,247, of which $4,906,229 is Local Control Funding Formula (LCFF), $1,555,132 is other state funds, $225,000 is local funds, and $136,886 is federal funds. Of the $4,906,229 in LCFF Funds, $1,116,624 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 Merced River Union Elementary 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: Merced River Union Elementary School District plans to spend $6,789,839 for the 2026-27 school year. Of that amount, $1,732,000 is tied to actions/services in the LCAP and $5,057,839 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

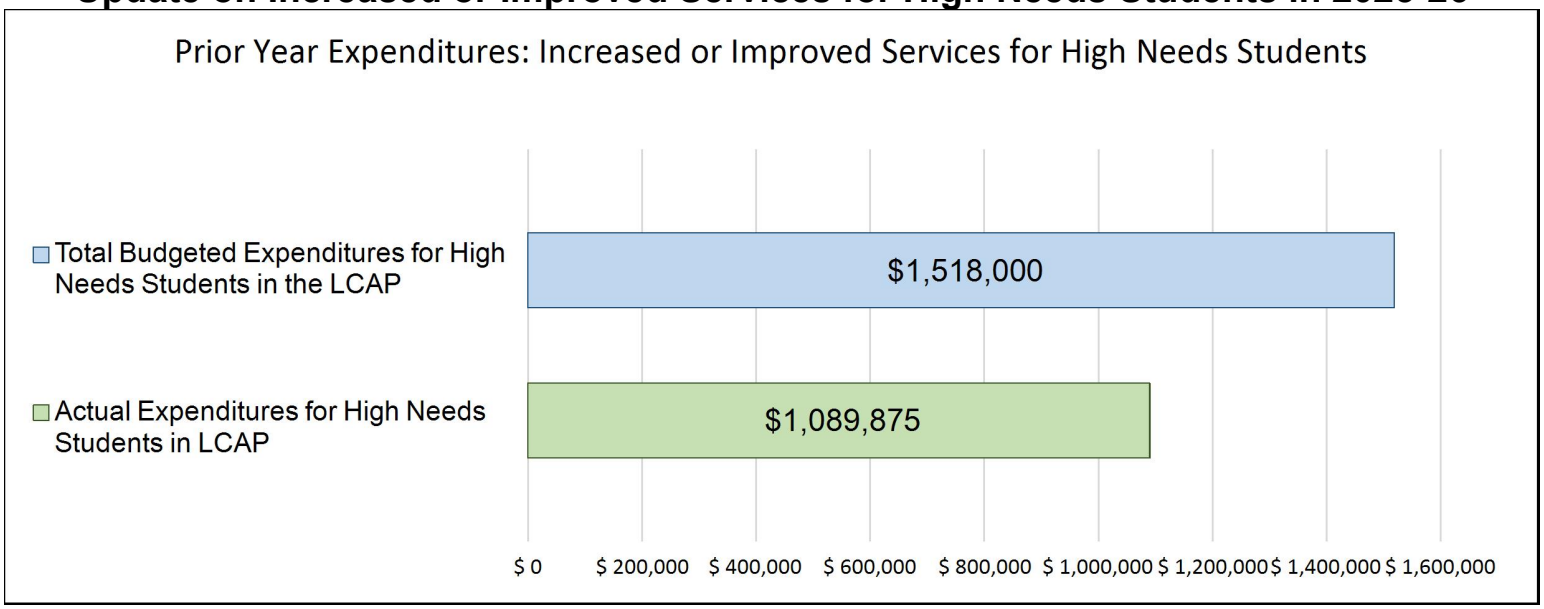
General Fund expenditures not included in the LCAP include Transportation to and from school, Salaries and benefits for personnel such as teachers, principal/superintendent, office staff, custodial staff, cafeteria staff, and transportation staff, general furnishings, materials, and supplies, school improvements and renovations, as well as maintenance and overhead costs.

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

In 2026-27, Merced River Union Elementary School District is projecting it will receive $1,116,624 based on the enrollment of Foster Youth, English learner, and low-income students. Merced River Union Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Merced River Union Elementary School District plans to spend $1,518,000 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 Merced River Union Elementary School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Merced River Union Elementary School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Merced River Union Elementary School District's LCAP budgeted $1,518,000 for planned actions to increase or improve services for high needs students. Merced River Union Elementary School District actually spent $1,089,875 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $428,125 had the following impact on Merced River Union Elementary School District’s ability to increase or improve services for high needs students:

The difference between budgeted expenditures and actual expenditures did not impact how increased or improved services were provided for high-needs students. The district continues to expend all one-time funds and restricted funds to best support low-achieving students. Once these funds are maximized, we anticipate that we will expend more of our supplemental and
concentration dollars. The district also intends to use some of its Learning Recovery Emergency Block Grant (LREBG) funding to supplement actions associated with student achievement

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
Merced River Union Elementary School District	Richard Lopez Superintendent	rlopez@mrsd.us 209-358-5679

Plan Summary [2026-27]

General Information

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

The Merced River Union Elementary School District is a small rural school district consisting of 16 teachers, 27 support staff, 1 teacher on special assignment (TOSA), a Expanded Learning Opportunities Program Coordinator, a California Community Schools Partnership Program Coordinator and a Superintendent/Principal. The Superintendent/Principal is responsible for all administrative duties of the ETK-8 school district. Merced River Union Elementary represents a very rural farming setting in Northern Merced County, approximately 14 miles from the City of Merced. Washington School is located between the extremely small and rural agricultural communities of Snelling and Winton. At present, there are approximately 340 students in the district, of which 327 count towards our ADA and 13 are in our preschool program. Overall, 78% of our students are considered low-income, and over 20% are English Learners. Additionally, 11.2% of our students are considered students with exceptional needs. Merced River has made significant improvements to academic achievement and campus culture, attracting many inter-district transfers and growing exponentially. Approximately 200 students are inter-district students from neighboring districts

Students attending Merced River Union Elementary School District are offered transportation, however, a number of students from the surrounding area are driven to and from school by a parent or guardian. The district offers a food service program and we cook all meals. The school's educational goals are driven by the California Common Core State Standards. The staff, board, and parent council all believe it is imperative that students receive an education that follows the standards. Over the course of the last six years, teachers have worked diligently to align their curriculum to the Common Core State Standards and Frameworks for Mathematics, English Language Arts, Science, and English Language Development. Teachers fully realize the importance of teaching to standards for the good of the students and are invested in the overall achievement of the district. The staff and community are determined to close the achievement gap, which has been

decreasing over the course of the last three years, as shown by CAASPP scores for all students; however, more attention and support will need to be given to our English Learner population.

With the addition of Expanded Learning Opportunity funding, the district has broadened opportunities for students to participate in enrichment activities. The school's Expanded Learning Opportunities Program in partnership with our ASSETS program, provides many opportunities for students to engage in art, music, athletics, and field trips. We also implemented the California Community Schools Partnership Program planning grant, which allows us to continue to expand the services we offer to students and families.

Annually, the Superintendent/Principal, staff, board, and community members update and determine the staff development needs for the school year. Merced River Union Elementary School District relies on the Merced County Office of Education for consulting services in the areas of curriculum, staff development, technology, and leadership. The topics and focus of the staff development days have included but are not limited to: classroom management, English Language Learner strategies and supports, differentiated instruction to address all students, RTI (Response to Intervention), Positive Behavior Interventions and Supports, Social Emotional Learning for students and staff, integration of technology, Language Arts and Math seminars, and assessment and interventions. The Superintendent/Principal continues to work with local agencies to engage our staff in the ongoing discussion about methods for reaching our ELL students, as well as our continuous attempt to teach to the standards while using a variety of innovative teaching practices. With the CCSPP, the district has engaged with community partners to bring support services and resources for students, staff and community.

Reflections: Annual Performance

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

A review of the Dashboard and local data indicates that Merced River School District experienced both progress and ongoing challenges in academic achievement, English Learner performance, attendance, and school climate during the 2025–26 school year. The district demonstrated growth in mathematics and science achievement, improved i-Ready proficiency across multiple grade levels, decreased chronic absenteeism rates, and maintained low suspension rates. Educational partner feedback also indicated that intervention supports, PBIS implementation, tutoring services, expanded library access, and professional development positively supported student engagement, attendance, and academic achievement.

At the same time, Merced River School District continues to experience challenges related to English Learner achievement, transportation barriers, scheduling conflicts, and facility limitations that affected implementation of several planned actions. The district will continue addressing these identified needs through intervention supports, ELD instructional strategies, PBIS supports, tutoring, professional development, and expanded student engagement opportunities included throughout the LCAP.

The following student groups identified in the 2023 California School Dashboard received the lowest performance level on one or more state indicators and will remain unchanged during the three-year LCAP cycle: English Learners, Socioeconomically Disadvantaged Students, and Students with Disabilities.

Merced River has unexpended LREBG funds for the 2026-27 school year and will continue to fund the same actions from the previous year. The total unexpended funds is $259,704 and will be expended for the following two academic school years. LREBG funded actions may be

found in Goal 1, Actions: 1.2,1.8,1.9. Goal 2, Action 2.2. Goal 3, Actions 3.9,3.10,3.11 See action descriptions for an explanation of the rationale for choosing the selected actions. The district utilizes the LREBG funding to support students with intervention and tutorial support. The LREBG is also used to provide staff with high quality professional development that focuses on strategies to support English Learners and students having challenges meeting grade level standards.

There were no reds on the 2023 Dashboard for Merced River.

Reflections: Technical Assistance

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

Not Applicable

Comprehensive Support and Improvement

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

Schools Identified

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

No schools in Merced River Union Elementary School District are eligible 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.

No schools in Merced River Union Elementary School District are eligible for CSI.

Monitoring and Evaluating Effectiveness

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

No schools in Merced River Union Elementary School District are eligible for CSI.

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
Merced River Teachers Association	Engage with the teacher association by meeting 2 times a month and it is always focused on feedback and progress on LCAP goal implementation. dates: 8/11, 8/2, 9/10, 9/24,10/15, 10/29, 11/12, 1217, 1/14, 1/28, 2/11, 3/11, 3/25, 4/15, 4/29, 5/13
District Advisory Council- English Learner Advisory Council, School Site Council and Student Body.	Engage educational partners with quarterly newsletters by providing clear updates on LCAP goal progress, highlighting successes, and inviting feedback. This one is district-wide and it is open to all parents. The meeting is chaired by the superintendent the group meets to discuss updates and progress on the LCAP. Meetings were held on 10/29, 12/17, 3/25, and 5/20
Board of Education	Monthly meetings provided updates on LCAP progress. Meetings were held on 8/11, 9/8, 10/13, 11/10, 12/8, 1/12, 2/9, 3/9, 4/9, 5/13, 6/8.
Students	In May, 2025, 4th-8th grade students completed a survey, and during several student council meetings, council members provided input on improving their school experiences.
SELPA	Consulted with SELPA on 5/27/2026 to discuss the alignment of LCAP to meet the needs of special education students. A copy of the draft LCAP was sent to the SELPA for review and feedback.

Educational Partner(s)	Process for Engagement
Parents	Parent Square, newsletters, and email messages were sent out to all MRSD families in both English and Spanish inviting them to provide LCAP feedback. LCAP Meetings on 9/18/2025, 12/4/2025 and 4/9/2026.
Superintendent/Administrator	Provided quarterly updates on LCAP goals to all educational partners through a newsletter. Sends quarterly news updates, at the end of every quarter: 10/29, 12/17, 3/25, and 5/20
Classified/Other School Personnel	MRSD does not have a classified bargaining unit. The district meets monthly with Classified Personnel to discuss the LCAP and provides all classified personnel with quarterly newsletters about progress on the LCAP. Classified joins our staff meeting since there is no union for them: 8/11, 8/2, 9/10, 9/24,10/15, 10/29, 11/12, 1217, 1/14, 1/28, 2/11, 3/11, 3/25, 4/15, 4/29, 5/13
Teachers	Engage in monthly staff meetings by focusing on feedback and progress on LCAP goal implementation. Meetings were held on 8/11, 8/2, 9/10, 9/24,10/15, 10/29, 11/12, 1217, 1/14, 1/28, 2/11, 3/11, 3/25, 4/15, 4/29, 5/13

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

Throughout the LCAP development process, Merced River School District gathered input from students, parents, teachers, staff, administrators, advisory committees, and community members through meetings, surveys, and public discussions. Educational partners expressed continued support for the district's focus on academic achievement, English Learner success, student engagement, school climate, and family involvement. Feedback consistently emphasized the importance of maintaining intervention services, parent engagement opportunities, instructional technology, professional development, and programs that support student attendance and connectedness.

The feedback provided by educational partners influenced several revisions to the adopted LCAP. Based on educational partner input regarding the importance of providing coordinated student and family supports, Actions 1.12 (Elective Courses for Students) and 1.15 (Expand Student/Parent Support Center) were consolidated into Action 3.7 (Development of Student Support Center). This revision allows the district to continue providing intervention services, parent engagement opportunities, and enrichment activities through a more coordinated and sustainable approach. As part of this consolidation, the title, description, identified needs, LEA-wide justification, metrics, and funding allocation for Action 3.7 were revised to reflect its expanded scope.

Educational partners also expressed the need for continued access to instructional technology and intervention resources. As a result, Actions 1.13 (Student Support Center Technology) and 1.14 (Classroom Technology) were merged into a single action to streamline technology resources while maintaining support for academic monitoring, intervention programs, and classroom instruction.

Feedback from educational partners further reinforced the district's continued investment in professional development, English Learner supports, intervention services, tutoring, PBIS implementation, and family engagement opportunities. These priorities remain reflected throughout Goals 1, 2, and 3 and continue to guide the district's efforts to improve outcomes for all students, particularly English Learners, low-income students, Foster Youth, and students with disabilities.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Increase achievement for all students in English language arts, mathematics, NGSS and all core subjects in order to prepare students for college and career readiness.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Based on 2023 CAASPP Data, 45.63% of ALL students are meeting or exceeding standards in ELA and 36.25% are meeting or exceeding standards in mathematics, indicating that over 50% and 60% of our students are not meeting standards in ELA and mathematics respectively. We see a gap in achievement for our socio economic disadvantaged groups with 44.12% and 33.83% meeting or exceeding standards in ELA and mathematics indicating a need to provide more support in order to close achievement gaps. A decline in CAST scores for met and exceeded from 28.88% in 2021-2022 to 10% in 2022-2023 demonstrate that more support is needed for NGSS implementation.

The actions and services listed under this goal intend to increase academic achievement for all students and all student groups through direct services for students, such as paraprofessionals, transitional kindergarten and after school tutoring, bolstering instructional materials by providing for supplemental curriculum for interventions and enrichment, and supporting teachers in first best instruction by providing strategic professional learning.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP Results English Language Arts--Percentage of students meeting standards	All students: 45.63% SED student group: 44.12% (2023 Dashboard)	All students: 42.35% SED student group: 40.56% (2024 CAASPP results)	ALL STUDENTS: 38.41% SPED STUDENTS: 11.12%	All students: 55% SED student group: 55%	All students: 7.22% Below Baseline SED student group: 33% Below Baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				(2025 CAASPP results)		
1.2	CAASPP Results Mathematics-- Percentage of students meeting standards	All students: 36.25% SED student group: 33.83% (2023 Dashboard)	All students: 37.27% SED student group: 34.97% (2024 CAASPP results)	ALL STUDENTS: 34.27% Met of Exceeded Standards for Math SPED STUDENTS: 22.22% Met of Exceeded Standards for Math (2025 CAASPP results) (2025 CAASPP results)	All students: 45% SED student group: 45%	All students: 1.98% Below Baseline SED student group: 11.61% Below Baseline
1.3	CAST Results-- Percentage of students meeting standards	All students: 10% SED student group: 9.10% (2023 Dashboard)	All students: 20.69% SED student group: 18.87% (2024 CAASPP results)	ALL STUDENTS: 28.34% Met of Exceeded Standards for Science SPED STUDENTS: Fewer than 11 students tested therefore no data available. (2025 CAASPP results)	All students: 40% SED student group: 40%	All students: 18.34% Above Baseline SED student group: Unable to Calculate due to fewer than 11 students
1.4	Percentage of teachers appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching as measured by CALSAAS data.	100% (2023-2024)	100% (2024-2025)	100% (2025-26)	100%	0% Change from Baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.5	Percentage of students in the school district who have sufficient access to the standards aligned instructional materials as measured by inventory of core materials.	100% (2023-2024)	100% (2024-2025)	100% (2025-26)	100%	0% Change from Baseline
1.6	Implementation of the state board adopted academic content and performance standards for all students, including English Learners, as measured by administration walk through data.	100% (2023-2024)	100% (2024-2025)	100% (2025-26)	100%	0% Change from Baseline
1.7	Student access to a broad course of study, as measured by the master schedule.	100% (2023-2024)	100% (2024-2025)	100% (2025-26)	100%	0% Change from Baseline
1.8	Unduplicated student access to a broad course of study, as measured by the master schedule.	100% (2023-2024)	100% (2024-2025)	100% (2025-26)	100%	0% Change from Baseline
1.9	Students with exceptional needs access to a broad course of study, as measured by the master schedule.	100% (2023-2024)	100% (2024-2025)	100% (2025-26)	100%	0% Change from Baseline
1.10	Unduplicated pupil access to all programs and services offered by the LEA.	100% (2023-2024)	100% (2024-2025)	100% (2025-26)	100%	0% Change from Baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.11	Students with exceptional needs access to all programs and services offered by the LEA.	100% (2023-2024)	100% (2024-2025)	100% (2025-26)	100%	0% Change from Baseline
1.12	iReading Reading Data: Percentage of students achieving grade level proficiency.	K - 61% 1 - 42% 2 - 40% 3 - 59% 4 - 35% 5 - 26% 6 - 21% 7 - 30% 8 - 42% (2023-2024)	K - 58 % 1 - 34% 2 - 42% 3 - 39% 4 - 48% 5 - 39% 6 - 26% 7 - 20% 8 - 44% (2024-2025)	K- 61% 1- 57% 2- 46% 3- 47% 4- 55% 5- 34% 6- 36% 7- 20% 8- 36% (2025-2026)	K - 75% 1 - 55% 2 - 55% 3 - 70% 4 - 50% 5 - 40% 6 - 40% 7 - 50% 8 - 60%	K - 0% Change from Baseline 1 - 15% Above Baseline 2 - 6% Above Baseline 3 - 12% Below Baseline 4 - 20% Above Baseline 5 - 8% Above Baseline 6 - 15% Above Baseline 7 - 10% Below Baseline 8 - 6% Below Baseline
1.13	iReady Math Data: Percentage of students achieving grade level proficiency.	K - 35% 1 - 38% 2 - 24% 3 - 50% 4 - 45% 5 - 35% 6 - 19% 7 - 30% 8 - 23% (2023-2024)	K - 62% 1 - 39% 2 - 27% 3 - 23% 4 - 59% 5 - 28% 6 - 27% 7 - 20% 8 - 38% (2024-2025)	K- 51% 1- 31% 2- 23% 3- 28% 4- 55% 5- 38% 6- 39% 7- 17% 8- 36% (2025-2026)	K - 50% 1 - 50% 2 - 40% 3 - 70% 4 - 60% 5 - 50% 6 - 40% 7 - 50% 8- 40%	K - 16% Above Baseline 1 - 7% Below Baseline 2 - 3% Above Baseline 3 - 1% Below Baseline 4 - 10% Above Baseline 5 - 3% Above Baseline 6 - 20% Above Baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						7 - 13% Below Baseline 8 - 13% Above Baseline
1.14	Sight Word Proficiency Percentage of students who are able to recognize sight words and/or specific academic vocabulary based on grade level requirements.	TK - 26 K - 64 1 - 84 2 - 80 3 - 85 (2023-2024)	TK - 25 K - 40 1 - 100 2 - 80 3 - 97 (2024-2025)	TK- 29 K-44 1-51 2-78 3- 97 (2025-2026)	TK - 50 K - 80 1 - 100 2 - 100 3 - 100	TK- 3 words Above Baseline K - 20 words Below Baseline 1 - 33 words Below Baseline 2 - 2 words Below Baseline 3 - 12 words Above 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 fully implemented most actions as planned for this goal by providing academic intervention supports, professional development, instructional materials, technology resources, and targeted student and teacher support services to improve achievement in English language arts, mathematics, NGSS, and core subjects. The district experienced notable successes in implementing these actions, including hiring all nine academic support paraprofessionals, expanding intervention and instructional technology supports, and increasing teacher use of i-Ready and intervention data to target student academic needs. The implementation process faced challenges, teacher fatigue related to multiple professional development initiatives, and increasing facility and staffing demands to support intervention programs.

The district partially implemented Action 1.9 (After School Tutoring) as planned by continuing after-school tutoring services in English language arts and mathematics for students needing additional academic support. The district experienced successes in maintaining tutoring opportunities and intervention support for students. The implementation process faced challenges, including transportation barriers, staffing limitations, and inconsistent student attendance during after-school hours.

The district did not implement Actions 1.12 (Elective Courses for Students) and 1.15 (Expand Student/Parent Support Center) as planned which differed significantly due to funding and facility resources originally designated for elective expansion and Student/Parent Support Center growth which was redirected to address classroom space and infrastructure priorities. Portions of the planned student support services were integrated into existing intervention programs to continue providing academic assistance within available spaces. Additionally

the district did not implement action 1.13 due to limited space for the student support center needing to be used for an additional classroom this school year.

The district fully implemented LREBG-funded Actions 1.2 and 1.8 and partially implemented Action 1.9 by utilizing Learning Recovery Emergency Block Grant funds to provide professional development, intervention support specialists, and tutoring services focused on accelerating learning recovery in English language arts and mathematics. The district experienced successes in expanding small group intervention supports and teacher collaboration around instructional strategies. Challenges included transportation barriers affecting tutoring participation and balancing multiple instructional initiatives while maintaining consistent intervention services.

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.

Material differences between Budgeted Expenditures and Estimated Actual Expenditures occurred in Actions 1.5, 1.9, 1.12, and 1.15.

For Action 1.5 (TIP), estimated actual expenditures exceeded the original budget because six teachers required TIP support services during the year, increasing costs associated with professional development and teacher support.

For Action 1.9 (After School Tutoring), estimated actual expenditures were lower than budgeted because after-school tutoring services were only partially implemented due to transportation barriers, staffing limitations, and lower than anticipated student participation. LREBG funds supported this action through tutoring and intervention services focused on English language arts and mathematics learning recovery.

For Actions 1.12 (Elective Courses for Students) and 1.15 (Expand Student/Parent Support Center), estimated actual expenditures were significantly lower than budgeted because these actions were not implemented during the year. Funding and facility resources were redirected to address portable classroom and operational infrastructure needs.

For Action 1.13 (Student Support Center Technology) the estimated actual expenditure was not utilize due to the student support center needing to be used for an additional classroom this school year.

LREBG-funded Actions 1.2 (Content Based Professional Development), 1.8 (Student/Parent Support Specialist), and 1.9 (After School Tutoring) were fully implemented and utilized the entire budgeted allocation of $105,000 in Learning Recovery Emergency Block Grant (LREBG) funds during the 2025–26 school year.

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

The LEA used the following rating scale to assess the effectiveness of the actions in achieving the articulated goal. Ratings were based on an analysis of both educational partner input and metrics. The Rating Scale used is as follows (lowest to highest): 1 – Not Effective; 2 – Somewhat Effective; 3 – Effective. The actions outlined in Goal 1 supported progress toward meeting the goal of increasing achievement for all students in English language arts, mathematics, NGSS, and all core subjects in order to prepare students for college and career readiness.

For Actions 1.1, 1.2-1.4,1.6,1.8, 1.10-1.11, 1.14, and 1.16 were effective. By evaluating the data alongside educational partner feedback from teachers, administrators, parents, and students, it is clear that these actions have met the intended outcomes for all students including English Learners, low-income students, and students with disabilities through targeted intervention support, instructional coaching, professional development, expanded technology access, and implementation of diagnostic and intervention programs such as i-Ready and UFLI literacy supports. CAASPP mathematics scores increased from a 2023 baseline of 36.25% to 37.27% in 2024 for all students (Metric 1.2), while CAST scores increased from 18% to 28.69% for all students and from 9.10% to 18.87% for socioeconomically disadvantaged students (Metric 1.3), indicating progress in science achievement. i-Ready reading and mathematics data also demonstrated improvement across multiple grade levels, including Grade 4 reading increasing from 35% to 55% at or above grade level (Metric 1.12) and Grade 5 mathematics increasing from 35% to 38% ((Metric 1.13). Teachers reported increased familiarity with intervention practices, small group instruction, curriculum implementation, and standards-aligned instructional strategies as a result of professional development and instructional coaching supports. Feedback indicated that paraprofessionals, intervention staff, instructional technology, and student support services increased student access to individualized intervention and academic support aligned to grade-level standards. Additionally, the district fully implemented and expended the allocated professional development and instructional support funds to strengthen instructional practices in ELA, mathematics, and NGSS instruction. For Actions 1.2 & 1.8, it is clear that the LREBG-funded actions met the intended outcomes for all students, particularly English Learners and low-income students, through professional development, intervention support specialists, and tutoring services designed to accelerate learning recovery in English language arts and mathematics. The actions increased access to targeted intervention supports, literacy strategies, small group instruction, and individualized academic assistance. i-Ready reading data demonstrated improvement in several grade levels, including Grade 3 increasing from 29% to 47% at or above grade level and Grade 5 increasing from 26% to 34% (Metrics 1.12). Educational partner feedback also indicated that intervention staff and professional development supports improved teacher capacity to implement targeted instructional strategies and provide differentiated academic support for students. Although transportation barriers and staffing limitations impacted after-school tutoring participation, the district fully utilized the allocated LREBG funds to provide learning recovery supports and intervention services for targeted student groups.

Actions 1.12, 1.13, and 1.15 were not implemented during the year; therefore, the district was unable to determine their effectiveness. Facility space limitations, scheduling constraints, and operational priorities prevented implementation, limiting expanded access to elective opportunities and additional intervention support space for targeted student groups. The district will continue working to address these challenges and refine implementation plans in order to fully implement these actions and evaluate their impact on student outcomes next academic school year.

Action 1.9 , which had LREBG funds, was somewhat effective because by evaluating the data above alongside feedback from teachers, intervention staff, and families, it is clear that this action has partially met the intended outcomes for low-income students, English Learners, and students needing academic intervention through after-school tutoring and targeted small group support in English language arts and mathematics. Students who consistently attended tutoring services demonstrated increased access to intervention support and academic assistance, particularly through individualized literacy and mathematics interventions (Metric 1.1 & 1.2). However, transportation barriers, inconsistent attendance, and staffing limitations reduced the overall impact of the program and limited the number of students able to consistently participate in after-school tutoring opportunities.

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.

The district will continue prioritizing intervention support services, instructional technology, professional development, and targeted academic assistance for English Learners, low-income students, and students with disabilities. Some actions were removed or modified, as they were found to be less effective or unable to be implemented due to staffing, transportation, and facility limitations.

Actions 1.13 and 1.14 will be merged to better align technology and intervention supports with student academic progress monitoring and provide a more streamlined measure of student proficiency and instructional support effectiveness. Furthermore, this merge will stremline instructional technology and intervention support resources.

Specifically, Actions 1.12 (Elective Courses for Students) and 1.15 (Expand Student/Parent Support Center) were revised and merged into Action 3.7 due to facility space limitations and operational priorities. This consolidation will allow the district to continue providing student support, parent engagement, intervention services, and enrichment opportunities through a coordinated approach that maximizes existing facilities and resources. As a result, the services previously included in Actions 1.12 and 1.15 will continue through the expanded scope of Action 3.7, ensuring ongoing support for student engagement, academic achievement, attendance, and access to a broad course of study. The title, description, identified needs, LEA-wide justification, and metrics for Action 3.7 were revised to reflect the expanded scope of services, and the total funding allocation for Action 3.7 was increased to $340,000 to support implementation of the consolidated action.

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	Academic Support Paraprofessionals K-5	Provide push in support in all classrooms K-5, by staffing 9 academic support paraprofessionals. These paraprofessionals will support small group and individualized instruction for students in order to help them meet the state standards and grade level proficiency in English language arts and mathematics.	$125,000.00	Yes
1.2	Content Based Professional Development	LREBG Action This action is based on a comprehensive review of the 2024 Dashboard and analysis of local assessment data, which show widespread academic underperformance across all student groups. Based on the 2024 California School Dashboard data, the LEA identified that all student groups are underperforming in both English Language Arts and Mathematics, each falling into the Orange performance levels. In response	$51,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		to this demonstrated need, the LEA will use Learning Recovery Emergency Block Grant (LREBG) funds to provide teachers with targeted professional development on effective ELA and math instructional strategies. The training will emphasize evidence-based practices that build foundational skills, increase student engagement, and support differentiated instruction. Pay teachers their daily rate to attend professional development outside of their contracted days. Research supports that high-quality, sustained professional development improves teacher practice and student achievement, particularly when it focuses on core academic content and includes follow-up support like coaching and collaboration time. Metrics being used to monitor the action: 1.1 &1.2 LREBG funds supporting this action: $25,000 for the 26-27 school year.		
1.3	Extended TK	Research and data tell us that students who attend preschool are better prepared for kindergarten, especially for our unduplicated pupil groups. By maintaining the extended TK staff of one teacher and one aid, we expect that our students will enter kindergarten better prepared to meet the rigorous state standards. This will lead to more students being on grade level as they move through our system.	$100,000.00	Yes
1.4	Intervention & Resource Specialist	Maintain Resource Specialist for intervention and supports for students with disabilities. Based on our data, over 80% of our students with IEP's also are also socio-economically disadvantaged and almost half of those students are English Learners. These students will benefit the most from the support of an intervention and resource specialist teacher. The resource teacher will be able to provide one on one support for these students as well as support teachers in instruction for these students. We anticipate that this support will increase the academic achievement of this small group of unduplicated students.	$90,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.5	TIP	Provide TIP services for new teachers as needed.	$12,000.00	No
1.6	NGSS Curriculum Professional Development	Provide professional development focused on NGSS standards and the implementation of the science curriculum adoption. Teachers will receive training to enhance their understanding and utilization of NGSS-aligned instructional strategies, fostering effective science education delivery. Additionally, professional development sessions will include guidance on aligning science content standards with task types on the ELPAC assessment to ensure comprehensive student preparation.	$5,000.00	Yes
1.7	Supplemental Materials for CORE subjects	Provide staff and students with additional instructional materials that supplement the CORE. Each classroom will have an allowance to spend on classroom libraries and supplemental instructional materials. Libraries will support our Readership Grant and will support increases in student achievement in reading.	$12,000.00	Yes
1.8	Student/Parent Support Specialist	LREBG Action: The LEA's 2024 needs assessment, grounded in the 2024 Dashboard performance data and local assessments indicates significant gaps in the performance of low-income and English Learner student groups as compared to the performance of all students in both ELA and mathematics. This action, funded through the Learning Recovery Emergency Block Grant (LREBG), will hire 3 trained intervention support specialists who will deliver individualized or small group support to students needing intensive assistance during school hours. The support specialists will also run the Student Support Center and be a resource for students and parents. These positions will support improved academic outcomes for students in meeting both the state standards and grade level equivalency for low income and English Learners. Evidence indicates that one-on-one and small group tutoring conducted during the school day by trained educators is among the most effective strategies for accelerating student learning. This model ensures alignment	$150,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		with classroom instruction and increases accessibility for students who may not participate in after-school programs. Metrics being used to monitor this action: 1.1, 1.2,1.12 and 1.13. LREBG funds supporting this action: $60,000 for the 26-27 school year.		
1.9	After School Tutoring	LREBG Action The LEA conducted a thorough review of 2024 Dashboard data as part of its needs assessment process. Underperformance across all student groups in ELA and math was further corroborated by local diagnostic assessments. Based on the 2024 California School Dashboard, the LEA identified that all student groups are underperforming in both English Language Arts and Mathematics, with multiple groups performing at the Orange or Yellow levels. To address this demonstrated academic need, the LEA will implement after-school tutoring programs focused on ELA and math recovery. These sessions will be led by intervention support specialists and will prioritize individualized student support. Research consistently supports that targeted tutoring that occurs multiple times per week can significantly accelerate student learning in core subjects, especially when aligned with classroom instruction and delivered by intervention support specialists. Metrics being used to monitor this action: 1.1, 1.2,1.12 and 1.13. LREBG funds supporting this action: $20,000 for the 26-27 school year.	$45,000.00	Yes
1.10	Teacher on Special Assignment	MRSD has a need to better support the instruction of teachers as they implement new instructional strategies and curriculum. We also have a need to track and monitor the progress of low income and English Learner students in order to better support their academic achievement. We will hire a Teacher on Special Assignment to support the use of our local	$130,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		benchmark systems, new instructional strategies, and help track and monitor progress of low income and English Learner students. We anticipate that with better use of data, teachers will be able to intervene strategically when students are not meeting standards. We also anticipate that the teacher on special assignment will support best first instruction, overall will contributing to increased academic achievement for students.		
1.11	i-Ready Implementation and Support	Purchase i-Ready Diagnostic and intervention Curriculum to track and monitor the progress of students, provide intervention and close the achievement gap for Low Income and EL students.	$5,000.00	Yes
1.13	Student Support and Classroom Technology	Provide and replenish instructional technology and hardware for classrooms and the Student Support Center in order to support best first instruction, student engagement, academic monitoring, and intervention programs such as i-Ready. Technology includes student and teacher devices, LCD projectors, touchscreen monitors, and other equipment necessary to support instructional delivery, progress monitoring, and targeted interventions.	$45,000.00	Yes
1.16	Instructional Technology Support Staff	Provide an Instructional Technology Support Staff to support implementation of instructional technology for teachers and students.	$85,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Increase academic achievement and language proficiency for English Learners.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

English Learners make up 35% of our total student population, representing a significant student group within our district. As of 2023, our English Learners have maintained progress in language acquisition, with 60.9% making progress towards English language proficiency. However, while some gains were made in prior years, both the measure of distance from standard as well as the percent of students who are English Learners saw declines in performance in 2023 for math, ELA, and science, and they are performing below their peers in each of those measures. MRSD also desires to see all of our English Learners reclassified within five years and before they leave our school after completing 8th grade. The actions and services within this goal are intended to improve academic outcomes for English Learner while increasing the rate at which they gain English Language proficiency.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	CA State Dashboard Indicator, English Learner Progress--Percentage of English Learners making progress	60.9% (2023 Dashboard)	46.9% (2024 Dashboard)	47.4% (2025 California Dashboard)	80%	12.6% below Baseline
2.2	CAASPP ELA--Percentage of English Learners Meeting or Exceeding Standards	14.9% (2023 Dashboard)	9.38% (2024 CAASPP results)	3.33% (2025 CAASPP results)	55%	11.57% Below Baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.3	CAASPP Math-- Percentage of English Learners Meeting or Exceeding Standards	6.38% (2023 Dashboard)	15.63% (2024 CAASPP results)	6.45% (2025 CAASPP results)	45%	0.07% Above Baseline
2.4	English Learner Reclassification Rate (Local Data)	32% (2023 Dashboard)	24% (2024 Dashboard)	11% (2025-26)	50%	21% Below Baseline
2.5	iReady Reading Proficiency %	K - 33% 1 - 27% 2 - 14% 3 - 75% 4 - 0% 5 - 22% 6 - 0% 7 - 20% 8 - 17% (2023-2024)	K - 63% 1 - 57% 2 - 42% 3 - 39% 4 - 48% 5 - 38% 6 - 26% 7 - 20% 8 - 50% (2024-2025)	K - 34% 1 - 33% 2 - 58% 3 - 43% 4 - 45% 5 - 40% 6 - 25% 7 - 29% 8 - 22% (2025-2026)	K - 50% 1 - 50% 2 - 40% 3 - 80% 4 - 40% 5 - 40% 6 - 25% 7 - 40% 8 - 40%	K -1% Above Baseline 1 - 6% Above Baseline 2 - 44% Above Baseline 3 - 32% Below Baseline 4 - 45% Above Baseline 5 - 18% Above Baseline 6 - 25% Above Baseline 7 - 9% Above Baseline 8 - 5% Above Baseline
2.6	iReady Math Proficiency %	K - 17% 1 - 27% 2 - 14% 3 - 50% 4 - 25% 5 - 22% 6 - 13% 7 - 20% 8 - 17% (2023-2024)	K - 66% 1 - 41% 2 - 27% 3 - 23% 4 - 59% 5 - 28% 6 - 27% 7 - 20% 8 - 63% (2024-2025)	K - 50% 1 - 25% 2 - 43% 3 - 35% 4 - 48% 5 - 58% 6 - 38% 7 - 33% 8 - 48% (2025-2026)	K - 40% 1 - 45% 2 - 40% 3 - 75% 4 - 50% 5 - 50% 6 - 40% 7 - 40% 8 - 40%	K -33% Above Baseline 1 - 2% Below Baseline 2 - 29% Above Baseline 3 - 15% Below Baseline 4 - 23% Above Baseline 5 - 36% Above Baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						6 - 25% Above Baseline 7 - 13% Above Baseline 8 - 31% Above Baseline
2.7	Integrated/Designated ELD Strategy Implementation as measured by walkthroughs (Local Data - consider implementation of designated ELD)	40% (2023-2024)	45% (2024-2025)	80% (2025-26)	100%	40% Above Baseline
2.8	CAST Percentage of English Learners Meeting or Exceeding Standards	Grade 5: 0% Grade 8: 0% (2023 Dashboard)	Grade 5: No data available, fewer than 10 students tested Grade 8: No data available, fewer than 5 students tested (2024 Dashboard)	Grade 5: No data available, fewer than 4 students tested Grade 8: No data available, fewer than 4 students tested (2025 Dashboard)	Grade 5: 40% Grade 8: 40%	Grade 5: No data available, fewer than 4 students tested Grade 8: No data available, fewer than 4 students tested

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 fully implemented all actions as planned for this goal by providing English Learner paraprofessional support, implementing targeted ELD professional development, establishing strategic goal-setting and intervention processes for English Learners, and conducting weekly classroom walkthroughs and data review practices focused on integrated and designated ELD instruction. The district experienced notable successes in implementing these actions, including ongoing collaboration between teachers and ELD support staff, intentional professional development focused on ELA/ELD instructional strategies, and increased support for individualized instruction and language development for English Learners. The implementation process faced challenges, including scheduling and time constraints for staff

participation, balancing instructional support needs across grade levels, and ensuring consistent access to ELD instructional coaching and collaboration opportunities throughout the school year.

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.

No material differences greater than 10% were identified between Budgeted Expenditures and Estimated Actual Expenditures for Goal 2 actions. The actions were fully implemented as planned, and expenditures closely aligned with the adopted budget amounts for English Learner paraprofessional support, ELD professional development, strategic intervention planning, and classroom walkthrough and data review practices.

Action 2.2 (Content-Based Professional Development) was funded through Learning Recovery Emergency Block Grant (LREBG) funds and fully utilized the budgeted allocation of $25,000 during implementation of the 2025–26 LCAP.

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

The LEA used the following rating scale to assess the effectiveness of the actions in achieving the articulated goal. Ratings were based on an analysis of both educational partner input and metrics. The Rating Scale used is as follows (lowest to highest): 1 – Not Effective; 2 – Somewhat Effective; 3 – Effective.The actions outlined in Goal 2 supported progress toward meeting the goal of increasing academic achievement and language proficiency for English Learners.

Actions 1, 3, and 4 were effective because, by evaluating the data alongside feedback from teachers, paraprofessionals, site administrators, and English Learner families, it is clear that these actions met the intended outcomes for English Learners through targeted paraprofessional support, ongoing ELD professional development, strategic intervention planning, and regular classroom walkthroughs focused on integrated and designated ELD instruction. English Learner progress toward English language proficiency was measured at 47.4% on the 2025 California Dashboard (Metric 2.1) which was an increase form last years 46.9%. i-Ready Reading proficiency data demonstrated progress across grade levels, including 58% proficiency in Grade 2 and 45% proficiency in Grade 4 (Metric 2.5), while i-Ready Mathematics proficiency data showed growth in several grade levels, including 58% proficiency in Grade 5 and 48% proficiency in Grades 4 and 8 (Metric 2.6). The feedback also indicated that collaboration between ELD staff, classroom teachers, and instructional support personnel improved differentiated instruction, small group intervention support, and implementation of language development strategies aligned to English Learner needs.

LREBG-funded action 2.2 has was effective as it met the intended outcomes for English Learners through professional development focused on evidence-based English Language Development instructional strategies and implementation of integrated and designated ELD supports. Staff reported increased collaboration, stronger alignment between ELD instruction and core academic content (Metric 2.7), and improved understanding of strategies to support language acquisition in English language arts and mathematics. The feedback also indicated that the professional development strengthened teacher capacity to provide targeted instructional supports and increased consistency in ELD instructional practices across classrooms.

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

There were no changes to the planned goal, metrics, target outcomes, and actions for Goal 2.

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	English Learner Paraprofessional	Our data indicates a significant gap in the achievement of English Learners in math and ELA as compared to our all student group. Two English Learner paraprofessional will support the classroom teacher with small group and individualized instruction for English Learners, in order to help them meet the state standards in English language arts and mathematics as well as to gain English Language Proficiency.	$86,000.00	Yes
2.2	ELD Professional Development	LREBG Action The needs assessment process, which included an analysis of 2024 Dashboard data, and local benchmark assessments clearly identified the EL student group as requiring focused academic support. Teachers and site leaders emphasized the need for ongoing training in language development acquisition strategies to more effectively scaffold instruction in both ELA and math content areas. The 2024 California School Dashboard data revealed that English Learners (ELs) are underperforming in both English Language Arts and Mathematics. To address this persistent performance gap, the LEA will use Learning Recovery Emergency Block Grant (LREBG) funds to provide targeted professional development in evidence-based English Language Development (ELD) strategies. The ongoing training will be designed to strengthen educators' capacity to deliver integrated and designated ELD instruction that supports academic language development and access to core content. Additionally, professional development will include aligning content standards and task types with the ELPAC assessment to further support student success. Research supports that targeted professional development in ELD particularly when ongoing and tied to curriculum improves instructional	$50,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		quality and accelerates English Learners' academic progress. Effective ELD practices help students develop both academic language and content knowledge simultaneously. Metrics being used to monitor this action: 2.1,2.2, 2.3 and 2.7 LREBG funds supporting this action: $25,000 for the 26-27 school year.		
2.3	Strategic Goal Setting and Intervention for English Learners	MRSD aims to enhance the reclassification process for English Learners (ELs) to ensure a greater number are reclassified before transitioning to high school. Staff will receive training on the local reclassification criteria and tools, with the implementation of OPTEL as the designated reclassification tool. Utilizing iReady student data, they will set targeted goals for ELs and offer tailored interventions to support their progress, ultimately aiming to boost EL reclassification rates.	$20,000.00	Yes
2.4	Weekly Visits and Data Review Practices	Implement weekly classroom visits by the superintendent and Teacher on Special Assignment (TOSA) across all school sites to support the effective implementation of English Learner (EL) strategies. These walkthroughs aim to enhance both integrated and designated ELD instruction. The visits provide structured opportunities for observation, feedback, and collaborative dialogue with teachers and EL specialists. Findings from these visits will be reviewed monthly to analyze implementation trends, student performance data, and to identify effective practices and areas for instructional improvement. Documentation and insights from these walkthroughs will be used to better support teachers in integrating ELD strategies that address students’ language development needs.	$10,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Expand support and resources to our PBIS (STARS) Program in order to provide a safe and positive environment for everyone.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

While we've seen a decrease in the data around Chronic Absenteeism in the last year, data indicates that elevated rates in the percentage of students who meet the requirements for chronic absenteeism persist above pre-pandemic rates. MRSD continues to have a need to address barriers that hinder student attendance, as well as providing incentives and rewards that motivate students to attend. Based on feedback from our parents, staff and students, there is a lingering deep concern for the social-emotional and mental health of all students . Furthermore, our location in a rural area may be a barrier for some families to obtain certain health or other social services. As the central hub for the Merced River larger community, we know that by providing some of these services when we can, students are better prepared to attend and stay focused at school and parents and families are better prepared to support their students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	CA State Dashboard Indicator-- Chronic Absenteeism	All Students: 18.5% SED: 18.% English Learners: 13% Hispanic: 13% White: 25.9% Students with Disabilities: 13.3% (2023 Dashboard)	All students:15.4% SED:17.3% English Language Learners: 12.7% Hispanic:13.3% White:15.8% Students with disabilities:8.1% (2024 Dashboard)	All students: 12.7% SED: 13.3% English Language Learners: 6.9% Hispanic: 12.4% White: 13.8% Students with disabilities: 16.2%	All Students: 10% SED: 10% English Learners: 5% Hispanic: 5% White:10% Students with Disabilities: 5%	All Students: 5.8% Below Baseline SED: 4.7% Below Baseline English Learners: 6.1% Below Baseline Hispanic: 0.6% Above Baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				(2025 Dashboard)		White: 12.1% Below Baseline Students with Disabilities: 2.9% Above Baseline
3.2	Local Climate Survey-- Percentage of parents indicating agree or strongly agree to "Schools maintain a positive school climate."	93% (2023-2024)	97% (2024-2025)	96.3% (2025-26)	100%	3.3% Above Baseline
3.3	CA State Dashboard Indicator-- Suspension Rate	All Students: 0.3% SED: 0% English Learners: 0% Hispanic: 0% White: 0% Students with Disabilities: 0% (2023 Dashboard)	All students:0.3% SED:0% English Language Learners:0% Hispanic:0% White:0% Students with disabilities: 0% (2024 Dashboard)	All students:0.3% SED:0% English Language Learners:0% Hispanic:0% White:0.8% Students with disabilities: 0% (2025 Dashboard)	All Students: 0% SED: 0% English Learners: 0% Hispanic: 0% White: 0% Students with Disabilities: 0%	All Students: 0% Change from Baseline SED: 0% Change from Baseline English Learners: 0% Change from Baseline Hispanic: 0% Change from Baseline White: 0.8% Above Baseline Students with Disabilities: 0% Change from Baseline
3.4	Local Climate Survey-- School Connectivity Percentage of students, parents, and staff who feel connected to the school, as measured by the annual LCAP survey.	Students: 100% Parents: 97% Staff: 100% (2023-2024)	Students: 100% Parents: 78% Staff: 100% (2024-2025)	Students: 75.3% Parents: 98.1% Staff: 100% (2025-2026)	Students: 100% Parents: 98% Staff: 100%	Students: 24.7% Below Baseline Parents: 1.1% Above Above Baseline Staff: No Change from Baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.5	Local Climate Survey--School Safety Percentage of students, parents, and staff who feel safe at school as measured by the LCAP annual survey.	Students: 100% Parents: 96% Staff: 100% (2023-2024)	Students: 78% Parents: 97% Staff: 100% (2024-2025)	Students: 77.1% Parents: 100% Staff: 100% (2025-2026)	Students: 100% Parents: 97% Staff: 100%	Students: 22.9% Below Baseline Parents: 4% Above Baseline Staff: No Change from Baseline
3.6	School Attendance Rate (measured by daily attendance)	94.17% (2023-2024)	94.98% (2024-2025)	95.28% (2025-2026)	97%	1.11% Above Baseline
3.7	Middle School Drop Out Rate	0% (2023-2024)	0% (2024-2025)	0% (2025-26)	0%	0% Change from Baseline
3.8	Pupil Expulsion Rate	0% (2023-2024)	0% (2024-2025)	0% (2025-26)	0%	0% Change from Baseline
3.9	Facilities Inspection Tool--Overall Rating	Rating of: Good (2023-2024)	Rating of: Good (2024-2025)	Rating of :Good (2025-26)	Rating of: Good	No Change from Baseline
3.10	Percentage of parents, including parents of unduplicated pupils and individuals with exceptional needs, providing input on decisions, as measured by responses to the annual LCAP survey.	All parents: 87% Unduplicated parents: 100% Exceptional Needs' Parents: 100% (2023-2024)	All parents: 90% Unduplicated parents: 94% Exceptional Needs' Parents: 100% (2024-2025)	All parents: 100% Unduplicated parents: 100% Exceptional Needs' Parents: 100% (2025-2026)	All parents:95% Unduplicated parents: 100% Exceptional Needs' Parents: 100%	All parents: 23% Above Baseline Unduplicated parents: No Change from Baseline Exceptional Needs' Parents: No Change from Baseline
3.11	Percentage of parents of unduplicated pupils who attend school events,	84% (2023-2024)	83% (2024-2025)	92% (2025-2026)	90%	8% Above Baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	activities, committees and meetings, as measured by sign in sheets.					
3.12	Percentage of parents of individuals with exceptional needs who attend school events, activities, committees and meetings, as measured by sign in sheets.	78% (2023-2024)	82% (2024-2025)	87% (2025-2026)	90%	9% Above 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 fully implemented most actions as planned for this goal by providing student enrichment activities and programs, extracurricular field trips and outdoor school experiences, expanded library/media services, updated library resources, and PBIS supports to improve student engagement, attendance, and school connectedness. The district experienced notable successes in implementing these actions, including increased student participation in enrichment opportunities, improved access to books and literacy materials, and continued implementation of PBIS incentives and supports that promoted positive student behavior and school climate. The implementation process faced challenges, including transportation coordination for field trips, staffing and scheduling needs for library supervision, and adapting library spaces due to classroom expansion needs. LREBG funds were used for Actions 3.10 and 3.11 to support library improvements and PBIS implementation as part of the 2025–26 LCAP Report.

The district did not implement action(s) 1, 2, 6, 7, and 9 as planned for this goal by delaying implementation of the participatory budgeting process, Aeries professional development, 8th grade exit interviews, development of the Student Support Center, and SEL and mental health training opportunities for staff and parents. The district experienced notable challenges in implementing these actions, including staffing transitions, scheduling and timing conflicts, coordination with outside partners, overlapping grant-funded services, and facility space limitations. Despite these challenges, the district identified opportunities to consolidate supports and align services through existing student support systems.

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.

Material differences between Budgeted Expenditures and Estimated Actual Expenditures occurred in several Goal 3 actions due to actions not being implemented due to overlap in funding sources, scheduling conflicts and adjustments to facilities and staffing needs during the school year.

Action(s) 3.1, 3.2, 3.6, 3.7, and 3.9 experienced material expenditure differences because the planned activities were not implemented during the 2025–26 school year. Student Enrichment Activities and Programs (Action 3.3) had significantly lower actual expenditures than budgeted due to lower-than-anticipated student participation and overestimated program costs during budget development. As a result, budgeted funds for this action was not fully expended.

LREBG funds were incorporated into the 2025–26 LCAP through Action 3.9 which was not implemented because other grant-funded services overlapped with the planned SEL and mental health supports, resulting in no expenditures for this action.

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

The LEA used the following rating scale to assess the effectiveness of the actions in achieving the articulated goal. Ratings were based on an analysis of both educational partner inputs and metrics. The Rating Scale used is as follows (lowest to highest): 1 – Not Effective; 2 – Somewhat Effective; 3 – Effective. The actions outlined in Goal 3 supported progress toward meeting the goal of expanding support and resources to the PBIS (STARS) Program in order to provide a safe and positive environment for all students, families, and staff.

Actions 3.3, 3.4, and 3.8 were effective and fully met the intended outcomes for all students, including low-income students, English Learners, and students with disabilities, through implementation of PBIS incentives and supports, expanded extracurricular and enrichment opportunities, improved access to library resources, and schoolwide activities focused on student engagement and connectedness. Chronic absenteeism rates decreased to 12.7% for all students (Metric 3.1), while suspension rates remained low at 0.3% (Metric 3.3). Local climate data also demonstrated strong levels of school connectedness (90.20%) (Metric 3.4), school safety (87%) (Metric 3.5), parent participation in decision-making (85%) (Metric 3.10), and parent engagement in school events and activities (92%) (Metric 3.11). Educational partner feedback indicated that PBIS rewards, assemblies, extracurricular opportunities, library access, and student recognition activities improved student motivation, engagement, attendance, and overall school climate.

Actions 3.1, 3.2, 3.6, and 3.7 were not effective because the planned activities and services were not implemented during the 2025–26 school year. Participatory Budget activities, Aeries professional development, 8th Grade Exit Interviews, development of the Student Support Center, and SEL and Mental Health Training for Staff and Parents were delayed or not implemented due to staffing transitions, scheduling conflicts, facility limitations, overlapping grant-funded services, and coordination challenges with outside partners and vendors. The district will continue working to address these implementation challenges and evaluate opportunities to implement these actions in future years.

The LREBG-funded actions 3.10 and 3.11 were effective as they met the intended outcomes for all students through expanded PBIS supports and improved access to library materials and student engagement resources. Action 11 successfully implemented PBIS incentives and recognition systems that supported positive student behavior and school connectedness, while Action 10 expanded access to updated

books and learning materials that promoted student engagement and attendance. However, LREBG funded Action 3.9 was not effective as it was not implemented because overlapping grant-funded services reduced the need for the planned SEL and mental health trainings.

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.

Actions have been adjusted by reallocating resources, modifying implementation timelines, and merging actions that were not implemented during the 2025–26 school year in order to address operational challenges, staffing transitions, and facility limitations identified through this year's implementation analysis. Some actions were removed or modified, as they were found to be less effective or not feasible based on scheduling conflicts, overlapping grant-funded services, and coordination challenges with outside vendors and partners.

Specifically, Action 3.7 (Development of Student Support Center) was revised to incorporate Actions 1.12 (Elective Courses for Students) and 1.15 (Expand Student/Parent Support Center) due to facility space limitations and operational priorities. As a result of this consolidation, the title, description, Identified Need(s) of Unduplicated Pupils, How the Action Addresses the Need(s) of Unduplicated Pupils and Why it is Provided on an LEA-wide Basis, and Metrics to Monitor Effectiveness were revised to reflect the expanded scope of the action. The revised action now combines student intervention services, parent engagement supports, and elective enrichment opportunities into a coordinated districtwide approach designed to increase student engagement, academic achievement, attendance, and access to a broad course of study. The total funding allocation for Action 3.7 was also revised to $340,000 to reflect the merger of the three actions and support implementation of the expanded services.

Additionally, the description for Action 3.11 was revised to align with LREBG requirements and to more clearly articulate how the action addresses identified student needs and contributes to improved outcomes in mathematics, English Language Arts (ELA), and/or chronic absenteeism.

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	Participatory Budget for Students	Students will be decision makers in the improvement of our campus and culture by engaging in the participatory budget process. Students will campaign and vote on improvements to our school within the participatory budget amount.	$10,000.00	No
3.2	Aeries Professional Development	Provide Aeries professional development for support staff. This will improve our use of all functions of our student information system,	$5,000.00	No

Action #	Title	Description	Total Funds	Contributing
		including grading and communication tools that support two-way communication with parents.		
3.3	Student Enrichment Activities and Programs	Research indicates that students who are engaged in their school will attend. By providing multiple opportunities for student enrichment activities and programs, such as but not limited to art, music, performing arts, Academic Pentathlon, spelling bees and assemblies, we anticipate students to feel more connected to school, thereby increasing student attendance rates. These activities also provide avenues for parent participation and engagement with the school, working to improve the relationships that we build with our family and community.	$150,000.00	Yes
3.4	Extracurricular Experiences: College Field Trips and Outdoor School	To expand access to enriching extracurricular experiences for students in our predominantly low-income community, the district will provide a range of field-based learning opportunities across grade levels. Students in grades 3–5 will attend at least one field trip annually, while students in grades 6–8 will participate in a minimum of two college field trips each year. In addition, all sixth-grade students will attend an outdoor school experience. These opportunities aim to increase exposure to post-secondary pathways, build environmental and STEM literacy, and deepen students' connection to school. We anticipate that this expanded access to experiential learning will lead to increased student engagement, higher attendance rates, and improved academic outcomes.	$40,000.00	Yes
3.6	8th Grade Exit Interviews	Conduct 8th grade exit interviews where students present portfolios to community members, discussing their MRSD experiences and career aspirations with related goals for their future in high school. These interviews foster student reflection, communication skills, and community engagement.	$1,000.00	No
3.7	Student Support Center, Family Engagement, and	The district will fund and establish a Student Support Center with dedicated learning spaces designed to support both students and families. The center will provide structured one-on-one and small-group academic	$340,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Elective Enrichment Opportunities	tutoring sessions, intervention programs such as i-Ready and READ 180, and parent access to educational resources, workshops, and support services to strengthen home-school connections. In addition, the district will provide elective enrichment opportunities, including keyboarding and computer skills, to expand access to a broad course of study, increase student engagement, and build technology skills. This action responds directly to student achievement, engagement, and attendance data that indicate a need for increased individualized academic support, family involvement, and access to engaging educational opportunities, particularly for unduplicated pupils. The center and elective opportunities are intended to foster a supportive, inclusive environment that increases access to intervention services, promotes academic success, and strengthens student engagement in school.		
3.8	Library/Media Tech	As we are rebuilding our library due to the expressed desire of staff, students and parents, we have a need to staff the library. Students, especially our low income students, often lack access to a variety of reading materials at home. Students have also expressed a desire to have a wellness center or a place for quiet thought and reflection. Research indicates that students' reading will improve as they have access to high interest material. By continuing to provide access to the library, we aim to increase the positive school culture, thereby increasing students' connectedness to the school. We also anticipate that by providing a safe space for students, we will decrease chronic absenteeism.	$80,000.00	Yes
3.9	SEL and Mental Health Training for Staff and Parents	LREBG Action The LEA’s needs assessment identified chronic absenteeism as a significant area of concern for most student groups, based on 2024 Dashboard data. According to the 2024 California School Dashboard, most student groups in the LEA are performing at the Orange or Yellow level for chronic absenteeism. To address this concern, the LEA will utilize Learning Recovery Emergency Block Grant (LREBG) funds to provide professional development and capacity-building workshops focused on social-emotional learning (SEL) and mental health for both school staff and parents. These trainings may include topics such as appropriate discipline for parents or trauma informed practices. This action is designed to	$30,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		improve adult understanding of the emotional and behavioral needs that influence student attendance and engagement. This service will help to promote our safe and positive school climate. Research shows that improving the social-emotional climate of a school and strengthening adult capacity to recognize and respond to mental health needs are effective strategies for increasing student connectedness and reducing absenteeism. Parent education on mental wellness and self-regulation strategies has also been shown to improve school-family partnerships and student outcomes. Metrics being used to monitor this action: 3.1, 3.4 and 3.6 LREBG funds supporting this action: $20,000 for the 26-27 school year.		
3.10	Library	LREBG Action As part of its 2024 needs assessment, the LEA reviewed chronic absenteeism data and gathered input from staff, students and families, which highlighted that lack of meaningful connection to school and limited access to engaging learning environments contribute to inconsistent attendance. Educational partners specifically recommended improving library spaces and book offerings to create a more inviting and inclusive school culture. The 2024 California School Dashboard revealed that most student groups in the LEA are in the Orange or Yellow performance levels for chronic absenteeism. In response, the LEA will utilize Learning Recovery Emergency Block Grant (LREBG) funds to expand and diversify the collection of books and learning materials in school libraries. Students, especially our low income students, often lack access to a variety of reading materials at home. Students have also expressed a desire to have a wellness center or a place for quiet thought and reflection. The goal is to increase student interest, engagement, and motivation to attend school regularly by offering access to high-interest, culturally relevant, and age-appropriate reading materials.	$25,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Research supports that student engagement especially through access to culturally responsive and personally relevant reading materials positively influences school attendance. Enhancing the school library fosters a sense of belonging and intellectual curiosity, which can reduce chronic absenteeism by giving students a compelling reason to attend and stay connected to the school environment. Metrics being used to monitor this action: 3.1, 3.4 and 3.6 LREBG funds supporting this action: $10,000 for the 26-27 school year.		
3.11	PBIS Resources	LREBG Action Based on the results of the 2024 Climate and Culture Survey, the LEA identified a need to strengthen school climate and promote more positive student behavior and engagement. To address these findings, the LEA will use Learning Recovery Emergency Block Grant (LREBG) funds to implement and expand Positive Behavioral Interventions and Supports (PBIS). This will include staff training, student and staff materials, behavior support tools, and student incentives to reinforce positive behaviors and foster a safe, inclusive school environment. Through this response, we will strengthen school climate by creating a safe and welcoming environment that supports improved student outcomes while fostering an environment where students can thrive in both Mathematics and ELA, while reducing chronic absenteeism and increasing overall student attendance. PBIS is an evidence-based, multi-tiered framework that improves student outcomes by teaching and reinforcing positive behaviors, enhancing school culture, and reducing disciplinary incidents. Training staff in PBIS and providing necessary resources supports consistent implementation and maximizes student participation and connectedness. Metrics being used to monitor this action: 3.2, 3.3, and 3.4 LREBG funds supporting this action: $20,000 for the 26-27 school year.	$30,000.00	Yes

Action #	Title	Description	Total Funds	Contributing

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
$$1,116,624	$127531

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
30.726%	6.418%	$217,770.27	37.144%

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:** Academic Support Paraprofessionals K-5 **Need:** Our data demonstrates a significant gap in the performance of low income and English Learner students as compared to all students in academic achievement in both math and English Language Arts.	The additional support of push-in paraprofessionals to work with students in small groups or in one to one settings will help more students to meet state standards as demonstrated on CAASPP and local measures. This action is directed towards the students who are English Learners, Foster Youth, and Low Income as they achieve at lower levels than the all student group.	We anticipate these actions will lead to improved outcomes for our students in the areas of math and English language arts instruction as demonstrated by metrics 1.1, 1.2, 1.12, 1.13

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	This action is being implemented on an LEA-wide basis to guarantee a systemic approach that promotes consistency in the implementation of best practices and equitable access to high-quality instruction, intervention, and enrichment. By delivering services districtwide all paraprofessionals can support all student groups, while also addressing the specific needs of unduplicated pupils through integrated and inclusive strategies.	
1.2	**Action:** Content Based Professional Development **Need:** Our data demonstrates a significant gap in the performance of low income and English Learner students as compared to all students in academic achievement in both math and English Language Arts. **Scope:** LEA-wide	Supports for teachers, such as content based professional development, a Teacher on Special Assignment , a Resource Specialist and an Instructional Technology Support staff, all improve the instruction provided in the classroom. This action is directed towards the students who are English Learners, Foster Youth, and Low Income as they achieve at lower levels than the all student group. This action is being implemented on an LEA-wide basis to guarantee a systemic approach that promotes consistency in the implementation of best practices and equitable access to high-quality instruction, intervention, and enrichment. By delivering content-based professional development services districtwide, the LEA can support all student groups, while also addressing the specific needs of unduplicated pupils through integrated and inclusive strategies.	We anticipate these actions will lead to improved outcomes for our students in the areas of math and English language arts instruction as demonstrated by metrics 1.1, 1.2, 1.12, 1.13
1.3	**Action:** Extended TK **Need:**	By maintaining the extended TK staff of one teacher and one aid, we expect that our students will enter kindergarten better prepared to meet the rigorous state standards.	This will lead to more students being on grade level as they move through our system as measured by sight word proficiency

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
	Research and data tell us that students who attend pre-school are better prepared for kindergarten, especially for our unduplicated pupil groups. By incorporating these practices, we will improve educational outcomes for all our students by continuing to provide high-quality instruction at an early age. Building on the positive outcomes that research and our students who have participated in TK have shown, we will continue to provide early learning opportunities to support long-term student success. **Scope:** LEA-wide	This action is directed towards the students who are English Learners, Foster Youth, and Low Income as they achieve at lower levels than the all student group. This action is being implemented on an LEA-wide basis to guarantee a systemic approach that promotes consistency in the implementation of best practices and equitable access to high-quality instruction, intervention, and enrichment. By delivering services districtwide, the LEA can support all TK student groups, while also addressing the specific needs of unduplicated pupils through integrated and inclusive strategies.	for TK students as well as iReady and CAASPP performance as students matriculate through our system. (Metrics 1.1, 1.2, 1.3, 1.12, 1.13, 1.14)
1.4	**Action:** Intervention & Resource Specialist **Need:** Our data demonstrates a significant gap in the performance of low income and English Learner students as compared to all students in academic achievement in both math and English Language Arts. **Scope:** LEA-wide	Supports for teachers, such as content based professional development, a Teacher on Special Assignment, a Resource Specialist and an Instructional Technology Support staff, all improve the instruction provided in the classroom. This action is directed towards the students who are English Learners and Low Income as they achieve at lower levels than the all student group. This action is being implemented on an LEA-wide basis to guarantee a systemic approach that promotes consistency in the implementation of best practices and equitable access to high-quality instruction/intervention delivered by the Intervention & Resource Specialist. By delivering services districtwide, the LEA can support all student groups, while also addressing the specific needs of unduplicated pupils through integrated and inclusive strategies.	We anticipate these actions will lead to improved outcomes for our students in the areas of math and English language arts instruction as demonstrated by metrics 1.1, 1.2, 1.12, 1.13

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
1.6	**Action:** NGSS Curriculum Professional Development **Need:** Our data demonstrates a gap in the performance of low income and English Learner students as compared to all students in academic achievement in science. **Scope:** LEA-wide	The action of content-based professional development addresses the need to improve instruction provided in the classroom. Although initially targeted at addressing the performance gap for low socioeconomic students and English learners, this professional development initiative inevitably impacts the educational experience of all students. This action is being implemented on an LEA-wide basis to guarantee a systemic approach that promotes consistency in the implementation of best practices and equitable access to high-quality instruction aligned with the NGSS Curriculum. By delivering services districtwide, the LEA can support all student groups, while also addressing the specific needs of unduplicated pupils through integrated and inclusive strategies.	We anticipate these actions will lead to improved outcomes for our students in the area of science instruction as demonstrated by metric 1.3.
1.7	**Action:** Supplemental Materials for CORE subjects **Need:** Our data demonstrates a significant gap in the performance of low income and English Learner students as compared to all students in academic achievement in math, science, and English Language Arts. **Scope:** LEA-wide	The action addresses the need for enhanced classroom instruction by providing comprehensive support for teachers, including content-based professional development, a Teacher on Special Assignment (TOSA), a Resource Specialist, and Instructional Technology Support staff. Research indicates that targeted professional development significantly impacts instructional quality, particularly for low-income students. By focusing professional development efforts on this demographic, all students benefit from improved teaching practices. This action is being implemented on an LEA-wide basis to guarantee a systemic approach that promotes consistency in the implementation of best practices and equitable access to high-quality instruction that aligns with CORE subjects. By	We anticipate these actions will lead to improved outcomes for our students in the areas of math and English language arts instruction as demonstrated by metrics 1.1, 1.2, 1.12, 1.13

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
		delivering services districtwide, the LEA can support all student groups, while also addressing the specific needs of unduplicated pupils through integrated and inclusive strategies.	
1.8	**Action:** Student/Parent Support Specialist **Need:** Our data demonstrates a significant gap in the performance of low income and English Learner students as compared to all students in academic achievement in both math and English Language Arts. **Scope:** LEA-wide	The addition of two Student and Parent Support Specialist and after school opportunities for tutoring will provide more individualized attention for students after normal school hours, as well as build the capacity of parents to support students in meeting the rigorous academic standards. This action is directed towards the students who are English Learners, Foster Youth, and Low Income as they achieve at lower levels than the all student group. This action is being implemented on an LEA-wide basis to guarantee a systemic approach to student intervention and family engagement that promotes consistency in implementation and equitable access. By providing services districtwide, the LEA builds coherence in support structures while addressing the specific needs of unduplicated pupils through targeted outreach, inclusive practices, and extended learning time.	We anticipate these actions will lead to improved outcomes for our students in the areas of math and English language arts instruction as demonstrated by metrics 1.1, 1.2, 1.12, 1.13
1.9	**Action:** After School Tutoring **Need:** Our data demonstrates a significant gap in the performance of low income and English Learner students as compared to all students in academic achievement in both math and English Language Arts.	The addition of two Student and Parent Support Specialists and after school opportunities for tutoring will provide more individualized attention for students after normal school hours, as well as build the capacity of parents to support students in meeting the rigorous academic standards. This action is directed towards the students who are Low Income as they achieve at lower levels than the all student group.	We anticipate these actions will lead to improved outcomes for our students in the areas of math and English language arts instruction as demonstrated by metrics 1.1, 1.2, 1.12, 1.13

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	While the need is most acute for Low-Income students, the supports are being implemented on an LEA-wide basis to avoid stigmatization, promote inclusivity, and expand access to intervention and enrichment services for all students. This systemic approach guarantees consistency in the application of best practices and equitable access to high-quality instruction and family engagement support, with particular benefits for unduplicated pupils through targeted and integrated strategies.	
1.10	**Action:** Teacher on Special Assignment **Need:** Our data demonstrates a significant gap in the performance of low income and English Learner students as compared to all students in academic achievement in both math and English Language Arts. **Scope:** LEA-wide	Supports for teachers, such as content-based professional development, a Teacher on Special Assignment, a Resource Specialist and an Instructional Technology Support staff, all improve the instruction provided in the classroom. This action is directed towards the students who are English Learners and Low Income as they achieve at lower levels than the all student group. This action is being implemented on an LEA-wide basis to guarantee a systemic approach that promotes consistency in the implementation of best practices and equitable access to rigorous, standards-aligned instruction. By delivering services to all teachers across the district, the LEA supports all student groups while ensuring that the specific academic needs of unduplicated pupils are met through integrated, inclusive, and high-impact instructional strategies.	We anticipate these actions will lead to improved outcomes for our students in the areas of math and English language arts instruction as demonstrated by metrics 1.1, 1.2, 1.12, 1.13
1.11	**Action:** i-Ready Implementation and Support **Need:**	Programs such as i-Ready, and other supplemental materials will complement instruction provided by teachers to track and monitor the progress of the students, providing targeted	We anticipate these actions will lead to improved outcomes for our students in the areas of math and English

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
	Our data demonstrates a significant gap in the performance of low income and English Learner students as compared to all students in academic achievement in both math and English Language Arts. **Scope:** LEA-wide	interventions to improve students academic performance. This action is directed towards the students who are English Learners and Low Income as they achieve at lower levels than the all student group. This action is being implemented on an LEA-wide basis to guarantee consistent use of assessment and intervention tools across all schools. This systemic approach promotes equity in access to high-quality instructional support and ensures that all students benefit from targeted academic monitoring, while the unique needs of unduplicated pupils are addressed through inclusive and responsive instructional practices.	language arts instruction as demonstrated by metrics 1.1, 1.2, 1.12, 1.13
1.13	**Action:** Student Support and Classroom Technology **Need:** Our data demonstrates a significant gap in the performance of low-income and English Learner students as compared to all students in academic achievement in both mathematics and English Language Arts. **Scope:** LEA-wide	Resources such as instructional technology for the Student Support Center and classrooms enhance the district's educational program for students. Programs such as i-Ready and other supplemental instructional materials complement classroom instruction by providing tools to track and monitor student progress, identify learning needs, and provide targeted interventions designed to improve academic performance. Providing updated classroom technology increases student engagement and supports high-quality instruction. When engagement and access to instructional supports increase, students are better able to access grade-level content and intervention services. This action is directed toward English Learners and low-income students because these student groups achieve at lower levels than the all-student group in mathematics and English Language Arts.	We anticipate these actions will lead to improved outcomes for our students in the areas of mathematics and English Language Arts instruction as demonstrated by Metrics 1.1, 1.2, 1.12, and 1.13.

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 technology and intervention resources provided through this action support differentiated instruction, progress monitoring, and targeted academic interventions designed to address identified achievement gaps. This action is being implemented on an LEA-wide basis to ensure that all students have access to high-quality learning environments, instructional technology, and academic monitoring tools regardless of school site. A districtwide approach guarantees consistency in instructional support and implementation of best practices while specifically addressing the needs of unduplicated pupils through data-driven, inclusive, accessible, and technology-supported instructional strategies.	
1.16	**Action:** Instructional Technology Support Staff **Need:** Our data demonstrates a significant gap in the performance of low income and English Learner students as compared to all students in academic achievement in both math and English Language Arts. **Scope:** LEA-wide	Additional supports for teachers, such as content-based professional development, a Teacher on Special Assignment, a Resource Specialist and an Instructional Technology Support staff, all improve the instruction provided in the classroom. This action is directed towards the students who are English Learners and Low Income as they achieve at lower levels than the all student group. This action is being implemented on an LEA-wide basis to ensure a systemic approach that guarantees consistency in the implementation of instructional best practices and equitable access to high-quality teaching and learning. By delivering these supports districtwide to all educators, the LEA ensures that all students benefit, while unduplicated pupils receive targeted, inclusive, and effective instruction to close persistent achievement gaps.	We anticipate these actions will lead to improved outcomes for our students in the areas of math and English language arts instruction as demonstrated by metrics 1.1, 1.2, 1.12, 1.13

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
2.4	**Action:** Weekly Visits and Data Review Practices **Need:** There is a demonstrated need to enhance the quality of integrated and designated ELD instruction for English Learners, as shown by persistent performance gaps on the CAASPP when compared to the all-student group. Many EL students require more individualized and targeted support for language development to access core academic content effectively. **Scope:** LEA-wide	This action directly supports English Learners by systematically identifying strengths and gaps in ELD implementation. It ensures that instructional practices are responsive to EL needs and promotes continuous improvement across classrooms. Because integrated ELD is embedded in core instruction and benefits all students. This action is being implemented on an LEA-wide basis to ensure a consistent, systemwide approach to strengthening ELD practices and promoting equity in instruction. By supporting all teachers across the district, the LEA can improve overall instructional quality while specifically addressing the needs of English Learners through inclusive, research-based strategies that are embedded in daily teaching and learning.	ELD integration as measured by walkthroughs (Metric 2.7) as well as all performance data (Metrics 2.1-2.6, and 2.8)
3.3	**Action:** Student Enrichment Activities and Programs **Need:** Chronic Absenteeism rates at Merced River increased for low income and English Learners continues to be high. Research indicates that students who are engaged in their school will attend. **Scope:** LEA-wide	By providing multiple opportunities for student enrichment activities and programs, such as but not limited to: art, music, performing arts, Academic Pentathlon, spelling bees, and athletics, we anticipate students to feel more connected to school. These activities also provide avenues for parent participation and engagement with the school, working to improve the relationships that we build with our family and community. This action is being implemented on an LEA-wide basis to ensure that all students, regardless of background, have equitable access to enrichment and engagement opportunities. A districtwide approach supports consistent implementation and maximizes impact, while specifically addressing the needs of unduplicated pupils by enhancing their connection to school and expanding	Metrics 3.1, 3.4, 3.6, 3.11, and 3.12

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
		opportunities to thrive both academically and socially.	
3.4	**Action:** Extracurricular Experiences: College Field Trips and Outdoor School **Need:** Students in our predominantly low-income community often lack access to diverse learning experiences such as outdoor school programs, college field trips, and elective courses. Research indicates that these types of experiences can significantly enhance student engagement, foster a stronger sense of school connectedness, and positively impact academic outcomes. Increasing access to such opportunities is essential to supporting the overall development and success of our unduplicated pupils. **Scope:** LEA-wide	This action is designed to address the unique needs of unduplicated pupils by providing access to diverse, experiential learning opportunities such as outdoor school programs, college field trips, and elective courses experiences they may not otherwise access due to socioeconomic barriers. Research supports that such opportunities enhance student engagement, foster a stronger sense of belonging, and contribute to a positive school culture. These experiences are linked to improved attendance and increased motivation, particularly in STEM and environmental literacy, which are correlated with higher academic achievement. While these actions are principally directed toward unduplicated pupils, they are provided on a schoolwide and LEA-wide basis to promote inclusive learning environments and maximize impact. Implementing these opportunities districtwide ensures all students benefit from enriched learning experiences, while ensuring that the specific needs of unduplicated pupils are addressed through equitable access, targeted outreach, and culturally relevant programming.	Effectiveness will be assessed through measures such as increased attendance rates, student engagement levels, participation in STEM and Environmental literacy activities, and academic achievement in related subjects as measured by Metrics 3.1, 3.4, 3.6, as well as the academic indicators 1.1, 1.2, and 1.3
3.7	**Action:** Student Support Center, Family Engagement, and Elective Enrichment Opportunities **Need:** Students who are part of this group have demonstrated disproportionate rates of chronic absenteeism and gaps in academic performance. Our data demonstrates a	The Student Support Center will deliver targeted one-on-one and small-group tutoring, intervention programs, and academic support services to directly address learning gaps, particularly in ELA and mathematics, as reflected in local and California Dashboard data. The center will also provide parent workshops, educational resources, and access to school-community supports designed to strengthen home-school connections	We anticipate these actions will lead to improved outcomes in student achievement, engagement, attendance, and school connectedness as demonstrated by Metrics 1.1, 1.2, 1.7, 1.8, 1.9, 1.12, 1.13, and 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
	significant gap in the performance of low-income students, English Learners, and Foster Youth as compared to all students in academic achievement in both mathematics and English Language Arts. Through local data and educational partner feedback, the district has also identified a need for increased individualized academic support, expanded family engagement opportunities, and greater access to elective and enrichment courses that promote student engagement and a well-rounded educational experience. **Scope:** LEA-wide	and increase family capacity to support student learning. Additionally, elective enrichment opportunities such as keyboarding and computer skills will expand students' access to a broad course of study, increase engagement, and develop technology skills that support college and career readiness. This action is directed toward English Learners, Foster Youth, and low-income students because these student groups achieve at lower levels than the all-student group and experience higher rates of absenteeism and disengagement. The combination of academic interventions, family engagement supports, and enrichment opportunities is intended to increase student engagement, improve attendance, strengthen academic performance, and provide equitable access to programs and services that may otherwise be unavailable. This action is being implemented on an LEA-wide basis to ensure equitable access to high-quality academic interventions, family engagement supports, and enrichment opportunities for all students. A districtwide approach promotes consistent implementation of evidence-based practices while addressing the unique academic, behavioral, and engagement needs of unduplicated pupils through inclusive, supportive learning environments and expanded access to a broad course of study.	
3.8	**Action:** Library/Media Tech **Need:**	The actions are designed to address the identified needs by providing access to high-interest reading materials, which research suggests will improve students' reading abilities. Studies have	We aim to increase the positive school culture (Metric 3.2), thereby increasing students'

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	The identified need highlights a desire among staff and students to revitalize the library at Washington School. This initiative is particularly important as many students, especially those from low-income backgrounds, lack access to a diverse range of reading materials at home. Additionally, students have expressed a need for a wellness center or a dedicated space for quiet reflection. By addressing these needs, we aim to create a nurturing and inclusive environment that supports both academic enrichment and emotional well-being for all students at Washington School. **Scope:** LEA-wide	consistently shown that students' reading skills and engagement increase when they have access to a diverse range of reading materials that capture their interests and cater to their individual preferences. Additionally, providing a dedicated space for quiet reflection and wellness activities has been linked to improved mental well-being and academic performance among students. While these services are principally directed at unduplicated pupils, they are being implemented on an LEA-wide basis to ensure equitable access across all school sites. A systemic, districtwide approach supports consistency in literacy enrichment and wellness programming, while specifically addressing the needs of unduplicated pupils through inclusive strategies that enhance both academic and social-emotional outcomes.	connectedness to the school (Metric 3.4). We also anticipate that by providing a safe space for students (Metric 3.5), we will decrease chronic absenteeism (Metric 3.1).
3.9	**Action:** SEL and Mental Health Training for Staff and Parents **Need:** Educational partner feedback indicated a need to address the social emotional and mental health needs of our students. We will provide social emotional learning and mental health trainings for staff and parents in order to build the capacity of adults to support students. **Scope:** LEA-wide	These trainings may include topic such as appropriate discipline for parents or trauma-informed practices. This service will help to promote our safe and positive school climate, contributing to a decrease in our chronic absenteeism and an increase in parent involvement. This service will also allow us to better support foster youth when they are enrolled in our district. This action is being implemented on an LEA-wide basis to ensure all schools benefit from a consistent, trauma-informed approach to student wellness and family partnership. By delivering these services districtwide, the LEA ensures equitable access to preventative and supportive practices while directly addressing the needs of	Metrics 3.1, 3.4, 3.6, 3.11, and 3.12

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 through inclusive and community-focused strategies.	
3.10	**Action:** Library **Need:** The identified need highlights a desire among staff and students to revitalize the library at Washington School. This initiative is particularly important as many students, especially those from low-income backgrounds, lack access to a diverse range of reading materials at home. Additionally, students have expressed a need for a wellness center or a dedicated space for quiet reflection. By addressing these needs, we aim to create a nurturing and inclusive environment that supports both academic enrichment and emotional well-being for all students at Washington School. **Scope:** LEA-wide	The actions are designed to address the identified needs by providing access to high-interest reading materials, which research suggests will improve students' reading abilities. Studies have consistently shown that students' reading skills and engagement increase when they have access to a diverse range of reading materials that capture their interests and cater to their individual preferences. Additionally, providing a dedicated space for quiet reflection and wellness activities has been linked to improved mental well-being and academic performance among students. This action is being implemented on an LEA-wide basis to ensure all students benefit from enriched learning environments and wellness supports. A districtwide approach ensures equitable access across school sites, while specifically addressing the needs of unduplicated pupils through inclusive strategies that promote literacy development, emotional well-being, and academic achievement.	We aim to increase the positive school culture (Metric 3.2), thereby increasing students' connectedness to the school (Metric 3.4). We also anticipate that by providing a safe space for students (Metric 3.5), we will decrease chronic absenteeism (Metric 3.1).
3.11	**Action:** PBIS Resources **Need:** Research indicates that a strong, positive school culture and climate leads to increased attendance rates and lowered suspension and expulsion rates. As we continue to proactively reduce chronic absenteeism, we will focus on ensuring students attend school regularly and feel safe and welcomed. We will continue	By providing support for our PBIS program in the form of supplies, materials and student incentives, we will continue to keep a low suspension rate and improve attendance for Low Income and English Learner students. This action is being implemented on an LEA-wide basis to ensure a consistent, systemic approach to school climate improvement across all campuses. A districtwide model promotes equitable access to behavioral supports and fosters inclusive learning	Metrics 3.1, 3.3, and 3.6.

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
	implementing research-based practices to increase attendance while maintaining a 0% expulsion rate. **Scope:** LEA-wide	environments that benefit all students, while directly addressing the needs of unduplicated pupils through culturally responsive and preventative strategies.	

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
2.1	**Action:** English Learner Paraprofessional **Need:** The identified need stems from students requiring more individualized support for language development, as evidenced by our English Learners low performance on the CAASPP assessment. This performance gap, when compared with the all-student group, highlights the necessity for tailored strategies and interventions to address language proficiency challenges effectively. **Scope:** Limited to Unduplicated Student Group(s)	These actions are specifically designed to enhance instruction for English Learners, ensuring they receive the necessary support and resources to succeed academically. By providing support in the form of a paraprofessional, students will have access to targeted interventions. Therefore, paraprofessionals will continue to provide additional linguistic and content-based supports needed by English Learners while also promoting their academic growth and success.	These actions work together to improve outcomes for English Learners on the CAASPP (Metrics 2.2, 2,3, and 2.8) and ELPAC (Metric 2.1), improve EL reclassification rates (Metric 2.4) and support EL access to a broad course of study (Metrics 1.7, 1.8, and 1.9).
2.2	**Action:** ELD Professional Development	These actions are specifically designed provide language scaffolds and instructional strategies	These actions work together to improve

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Need: The identified need stems from students requiring more individualized support for language development, as evidenced by our English Learners low performance on the CAASPP assessment. This performance gap, when compared with the all-student group, highlights the necessity for tailored strategies and interventions to address language proficiency challenges effectively. **Scope:** Limited to Unduplicated Student Group(s)	meant to enhance the learning outcomes of English Learners, ensuring they receive the necessary language development support needed to access language across content areas. By providing the language development and linguistic supported needed by our English Learners, we aim to address their needs while also improving their educational outcomes and language development goals.	outcomes for English Learners on the CAASPP (Metrics 2.2, 2,3, and 2.8) and ELPAC (Metric 2.1), improve EL reclassification rates (Metric 2.4) and support EL access to a broad course of study (Metrics 1.7, 1.8, and 1.9).
2.3	**Action:** Strategic Goal Setting and Intervention for English Learners **Need:** MRSD has identified the need to reclassify more English Learners before they transition to high school. Research underscores the critical importance of increasing reclassification rates as a means to promote long-term academic success and close achievement gaps. Studies have shown that English Learners who are reclassified as proficient in English demonstrate higher levels of academic achievement and are more likely to graduate from high school on time. Additionally, reclassification facilitates greater access to advanced coursework and college preparatory programs, thereby enhancing college and career readiness. By prioritizing efforts to increase reclassification rates, MRSD	The actions are designed to address the need for increased EL reclassification rates by equipping teachers and staff with the necessary tools and strategies. Staff members will receive training to become more familiar with our local reclassification criteria and the reclassification tool. Additionally, they will utilize iReady student data to set strategic goals specifically tailored for English Learners. By leveraging this data-driven approach, teachers can provide intentional interventions and targeted support aimed at accelerating English language proficiency and academic growth. These actions aim to empower educators to effectively support English Learners, ultimately leading to higher reclassification rates and improved outcomes for these students.	The metric(s) to monitor effectiveness include increasing EL reclassification rates as well as improving iReady performance. (Metrics 2.4, 2.5, and 2.6)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	aims to provide English Learners with the necessary linguistic proficiency and academic skills to thrive in high school and beyond. **Scope:** 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.

Not Applicable.

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.

We continue to increase the number of staff providing services to our students at MRSD.
Action 1.1 provides 7 paraprofessionals for grades K-5.
Action 1.3 provides an ETK classroom staffed with one teacher and one paraprofessional.
Action 1.8 provides two student support specialists.
Action 1.10 provides a data coordinator and analyst.
Action 1.16 provides an instructional technology support staff.
Action 2.1 provides two English learner paraprofessionals.
These actions are based on the needs of our low income and English learner students and help to address gaps in academic achievement.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	1:30

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 certificated staff providing direct services to students	N/A	1:24

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	$3,634,098	$1,116,624	30.726%	6.418%	37.144%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,546,000.00	$170,000.00	$0.00	$16,000.00	$1,732,000.00	$926,000.00	$806,000.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Academic Support Paraprofessionals K-5	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools K-5	2024-2027	$125,000.00	$0.00	$125,000.00				$125,000.00	
1	1.2	Content Based Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$51,000.00	$26,000.00	$25,000.00			$51,000.00	
1	1.3	Extended TK	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK	Ongoing	$100,000.00	$0.00	$100,000.00				$100,000.00	
1	1.4	Intervention & Resource Specialist	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$90,000.00	$0.00	$90,000.00				$90,000.00	
1	1.5	TIP	All	No			All Schools	Ongoing	$0.00	$12,000.00	$12,000.00				$12,000.00	
1	1.6	NGSS Curriculum Professional Development	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	1.7	Supplemental Materials for CORE subjects	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$0.00	$12,000.00	$7,000.00			$5,000.00	$12,000.00	
1	1.8	Student/Parent Support Specialist	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$150,000.00	$0.00	$90,000.00	$60,000.00			$150,000.00	
1	1.9	After School Tutoring	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$45,000.00	$0.00	$25,000.00	$20,000.00			$45,000.00	
1	1.10	Teacher on Special Assignment	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$130,000.00	$0.00	$130,000.00				$130,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.11	i-Ready Implementation and Support	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$0.00	$5,000.00	$5,000.00				$5,000.00	
1	1.13	Student Support and Classroom Technology	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$0.00	$45,000.00	$45,000.00				$45,000.00	
1	1.16	Instructional Technology Support Staff	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$85,000.00	$0.00	$85,000.00				$85,000.00	
2	2.1	English Learner Paraprofessional	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$86,000.00	$0.00	$75,000.00			$11,000.00	$86,000.00	
2	2.2	ELD Professional Development	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$0.00	$50,000.00	$25,000.00	$25,000.00			$50,000.00	
2	2.3	Strategic Goal Setting and Intervention for English Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$20,000.00	$0.00	$20,000.00				$20,000.00	
2	2.4	Weekly Visits and Data Review Practices	English Learners	Yes	LEA-wide	English Learners	All Schools	Ongoing	$0.00	$10,000.00	$10,000.00				$10,000.00	
3	3.1	Participatory Budget for Students	All	No			All Schools	Ongoing	$0.00	$10,000.00	$10,000.00				$10,000.00	
3	3.2	Aeries Professional Development	All	No			All Schools	Ongoing	$0.00	$5,000.00	$5,000.00				$5,000.00	
3	3.3	Student Enrichment Activities and Programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$150,000.00	$150,000.00				$150,000.00	
3	3.4	Extracurricular Experiences: College Field Trips and Outdoor School	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	3-8	Ongoing	$5,000.00	$35,000.00	$40,000.00				$40,000.00	
3	3.5							Ongoing								
3	3.6	8th Grade Exit Interviews	All	No			All Schools Grade 8	Ongoing	$0.00	$1,000.00	$1,000.00				$1,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.7	Student Support Center, Family Engagement, and Elective Enrichment Opportunities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$340,000.00	$340,000.00				$340,000.00	
3	3.8	Library/Media Tech	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$80,000.00	$0.00	$80,000.00				$80,000.00	
3	3.9	SEL and Mental Health Training for Staff and Parents	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	Ongoing	$10,000.00	$20,000.00	$10,000.00	$20,000.00			$30,000.00	
3	3.10	Library	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$0.00	$25,000.00	$15,000.00	$10,000.00			$25,000.00	
3	3.11	PBIS Resources	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$30,000.00	$20,000.00	$10,000.00			$30,000.00	

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
$3,634,098	$1,116,624	30.726%	6.418%	37.144%	$1,518,000.00	0.000%	41.771 %	**Total:**	$1,518,000.00
								LEA-wide Total:	$1,398,000.00
								Limited Total:	$120,000.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Academic Support Paraprofessionals K-5	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools K-5	$125,000.00	
1	1.2	Content Based Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$26,000.00	
1	1.3	Extended TK	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK	$100,000.00	
1	1.4	Intervention & Resource Specialist	Yes	LEA-wide	English Learners Low Income	All Schools	$90,000.00	
1	1.6	NGSS Curriculum Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,000.00	
1	1.7	Supplemental Materials for CORE subjects	Yes	LEA-wide	Low Income	All Schools	$7,000.00	
1	1.8	Student/Parent Support Specialist	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$90,000.00	

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	After School Tutoring	Yes	LEA-wide	Low Income	All Schools	$25,000.00	
1	1.10	Teacher on Special Assignment	Yes	LEA-wide	English Learners Low Income	All Schools	$130,000.00	
1	1.11	i-Ready Implementation and Support	Yes	LEA-wide	English Learners Low Income	All Schools	$5,000.00	
1	1.13	Student Support and Classroom Technology	Yes	LEA-wide	English Learners Low Income	All Schools	$45,000.00	
1	1.16	Instructional Technology Support Staff	Yes	LEA-wide	English Learners Low Income	All Schools	$85,000.00	
2	2.1	English Learner Paraprofessional	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$75,000.00	
2	2.2	ELD Professional Development	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$25,000.00	
2	2.3	Strategic Goal Setting and Intervention for English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$20,000.00	
2	2.4	Weekly Visits and Data Review Practices	Yes	LEA-wide	English Learners	All Schools	$10,000.00	
3	3.3	Student Enrichment Activities and Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$150,000.00	
3	3.4	Extracurricular Experiences: College Field Trips and Outdoor School	Yes	LEA-wide	English Learners Foster Youth Low Income	3-8	$40,000.00	
3	3.7	Student Support Center, Family Engagement, and Elective Enrichment Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$340,000.00	
3	3.8	Library/Media Tech	Yes	LEA-wide	English Learners Low Income	All Schools	$80,000.00	
3	3.9	SEL and Mental Health Training for Staff and Parents	Yes	LEA-wide	Foster Youth Low Income	All Schools	$10,000.00	
3	3.10	Library	Yes	LEA-wide	English Learners Low Income	All Schools	$15,000.00	

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 (%)
3	3.11	PBIS Resources	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$20,000.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$1,732,000.00	$1,246,950.00

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**	Academic Support Paraprofessionals K-5	Yes	$125,000.00	$120,000
1	**1.2**	Content Based Professional Development	Yes	$51,000.00	$51,000
1	**1.3**	Extended TK	Yes	$100,000.00	$91,000
1	**1.4**	Intervention & Resource Specialist	Yes	$90,000.00	$90,000
1	**1.5**	TIP	No	$12,000.00	$17,400
1	**1.6**	NGSS Curriculum Professional Development	Yes	$5,000.00	$5,000
1	**1.7**	Supplemental Materials for CORE subjects	Yes	$12,000.00	$12,000
1	**1.8**	Student/Parent Support Specialist	Yes	$150,000.00	$150,000
1	**1.9**	After School Tutoring	Yes	$45,000.00	0
1	**1.10**	Teacher on Special Assignment	Yes	$130,000.00	$130,000
1	**1.11**	i-Ready Implementation and Support	Yes	$5,000.00	$5,000

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	1.12	Elective Courses for Students	Yes	$90,000.00	0
1	1.13	Student Support Center Technology	Yes	$15,000.00	0
1	1.14	Classroom Technology	Yes	$30,000.00	$30,000
1	1.15	Expand Student/Parent Support Center	Yes	$25,000.00	0
1	1.16	Instructional Technology Support Staff	Yes	$85,000.00	$85,000
2	2.1	English Learner Paraprofessional	Yes	$86,000.00	$86,000
2	2.2	ELD Professional Development	Yes	$50,000.00	$50,000
2	2.3	Strategic Goal Setting and Intervention for English Learners	Yes	$20,000.00	$19,550
2	2.4	Weekly Visits and Data Review Practices	Yes	$10,000.00	$10,000
3	3.1	Participatory Budget for Students	No	$10,000.00	0
3	3.2	Aeries Professional Development	No	$5,000.00	0
3	3.3	Student Enrichment Activities and Programs	Yes	$150,000.00	$120,000
3	3.4	Extracurricular Experiences: College Field Trips and Outdoor School	Yes	$40,000.00	$40,000

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	**3.6**	8th Grade Exit Interviews	No	$1,000.00	0
3	**3.7**	Development of Student Support Center	Yes	$225,000.00	0
3	**3.8**	Library/Media Tech	Yes	$80,000.00	$80,000
3	**3.9**	SEL and Mental Health Training for Staff and Parents	Yes	$30,000.00	0
3	**3.10**	Library	Yes	$25,000.00	$25,000
3	**3.11**	PBIS Resources	Yes	$30,000.00	$30,000

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)
$1,079,729	$1,518,000.00	$1,089,875.00	$428,125.00	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	Academic Support Paraprofessionals K-5	Yes	$125,000.00	$120,000		
1	1.2	Content Based Professional Development	Yes	$26,000.00	$25,825		
1	1.3	Extended TK	Yes	$100,000.00	$91,000		
1	1.4	Intervention & Resource Specialist	Yes	$90,000.00	$90,000		
1	1.6	NGSS Curriculum Professional Development	Yes	$5,000.00	$5,000		
1	1.7	Supplemental Materials for CORE subjects	Yes	$7,000.00	$12,000		
1	1.8	Student/Parent Support Specialist	Yes	$90,000.00	$90,000		
1	1.9	After School Tutoring	Yes	$25,000.00	0		
1	1.10	Teacher on Special Assignment	Yes	$130,000.00	$130,000		
1	1.11	i-Ready Implementation and Support	Yes	$5,000.00	$5,000		
1	1.12	Elective Courses for Students	Yes	$90,000.00	0		
1	1.13	Student Support Center Technology	Yes	$15,000.00	0		
1	1.14	Classroom Technology	Yes	$30,000.00	$30,000		

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	1.15	Expand Student/Parent Support Center	Yes	$25,000.00	0		
1	1.16	Instructional Technology Support Staff	Yes	$85,000.00	$85,000		
2	2.1	English Learner Paraprofessional	Yes	$75,000.00	$86,000		
2	2.2	ELD Professional Development	Yes	$25,000.00	$25,000		
2	2.3	Strategic Goal Setting and Intervention for English Learners	Yes	$20,000.00	$19,550		
2	2.4	Weekly Visits and Data Review Practices	Yes	$10,000.00	$10,000		
3	3.3	Student Enrichment Activities and Programs	Yes	$150,000.00	$120,000		
3	3.4	Extracurricular Experiences: College Field Trips and Outdoor School	Yes	$40,000.00	$40,000		
3	3.7	Development of Student Support Center	Yes	$225,000.00	0		
3	3.8	Library/Media Tech	Yes	$80,000.00	$80,000		
3	3.9	SEL and Mental Health Training for Staff and Parents	Yes	$10,000.00	0		
3	3.10	Library	Yes	$15,000.00	$13,000		
3	3.11	PBIS Resources	Yes	$20,000.00	$12,500		

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)
$3,393,126	$1,079,729	6.717%	38.538%	$1,089,875.00	0.000%	32.120%	$217,770.27	6.418%

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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