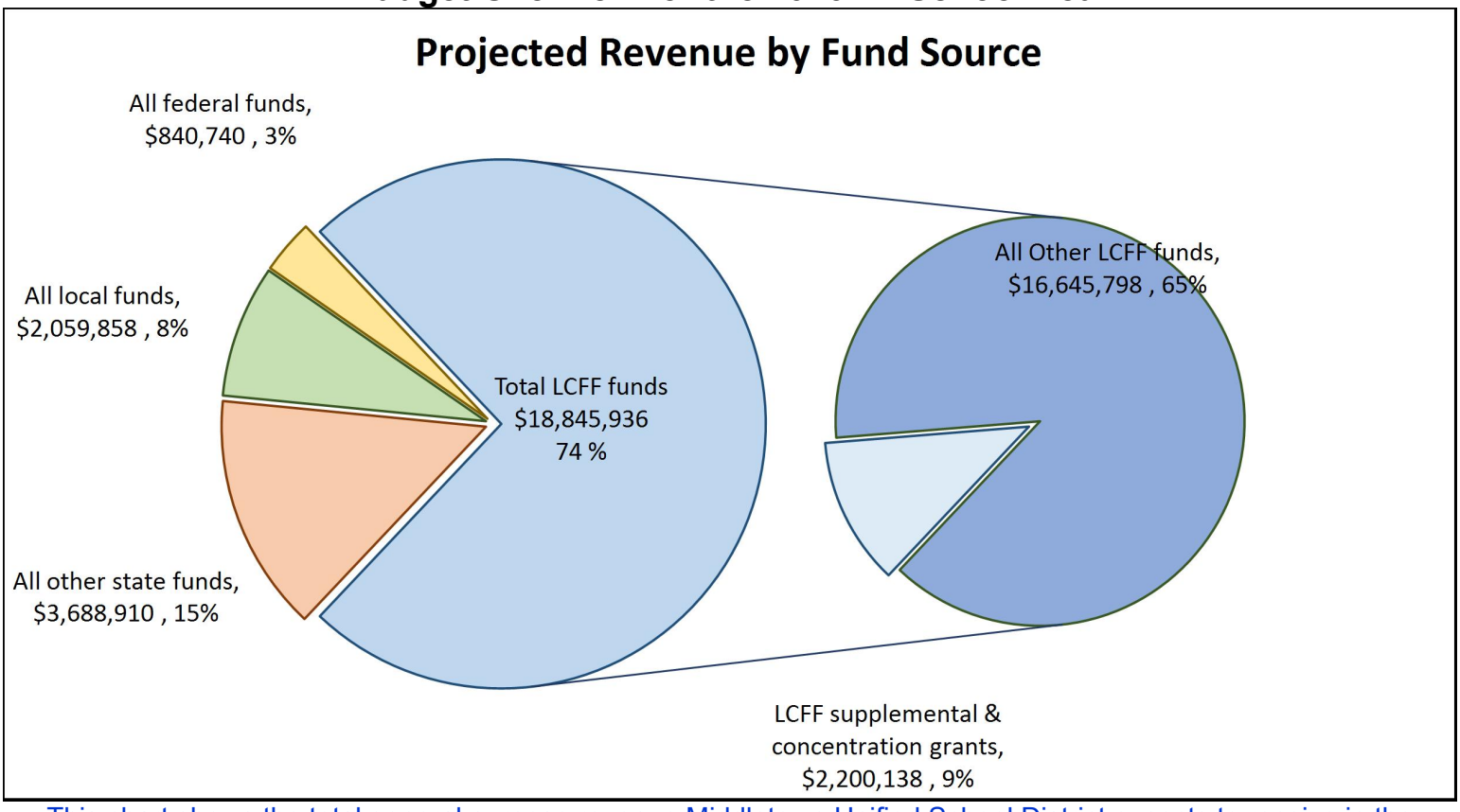
MIDDLETOWN UNIFIED SCHOOL DISTRICT

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Middletown Unified School District
CDS Code: 17 64055 00000000
School Year: 2026-27
LEA contact information:
Jeff Crane
Superintendent
jeff.crane@middletownusd.org
707.987.4100

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

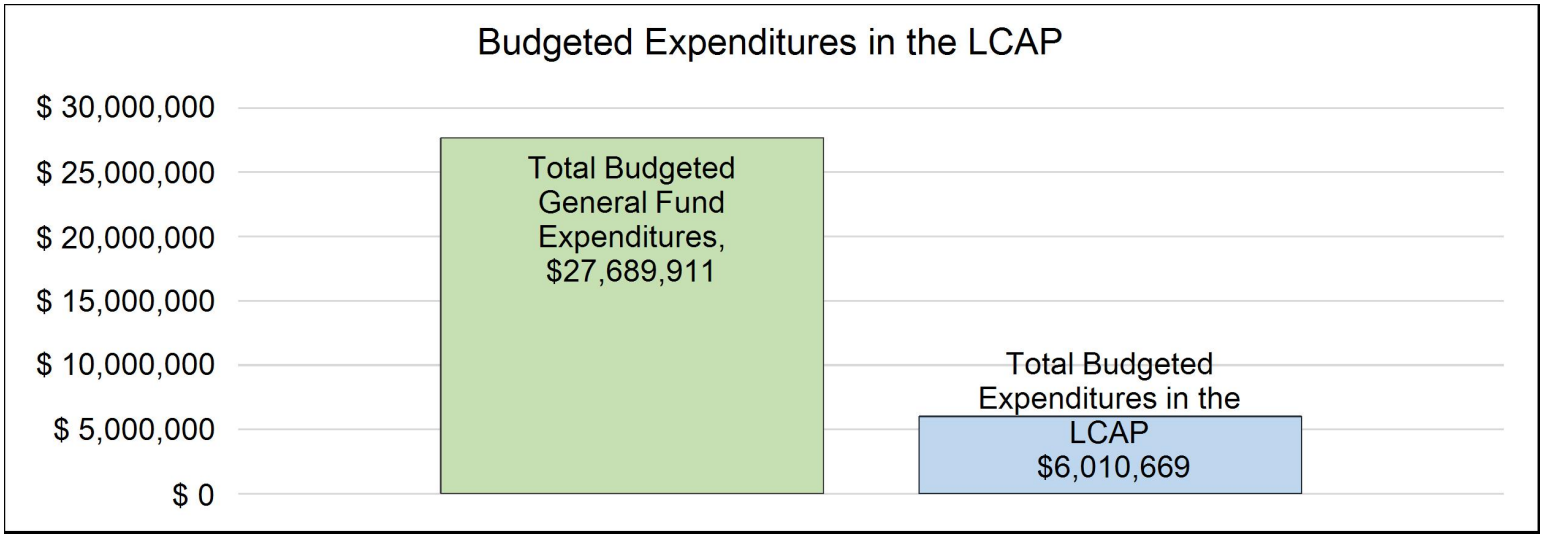


This chart shows the total general purpose revenue Middletown Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Middletown Unified School District is $25,435,444, of which $18,845,936.00 is Local Control Funding Formula (LCFF), $3,688,910.00 is other state funds, $2,059,858.00 is local funds, and $840,740.00 is federal funds. Of the $18,845,936.00 in LCFF Funds, $2,200,138.00 is generated based on the enrollment of high needs students (Foster Youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Middletown Unified School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Middletown Unified School District plans to spend $27,689,911.00 for the 2026-27 school year. Of that amount, $6,010,669.00 is tied to actions/services in the LCAP and $21,679,242 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

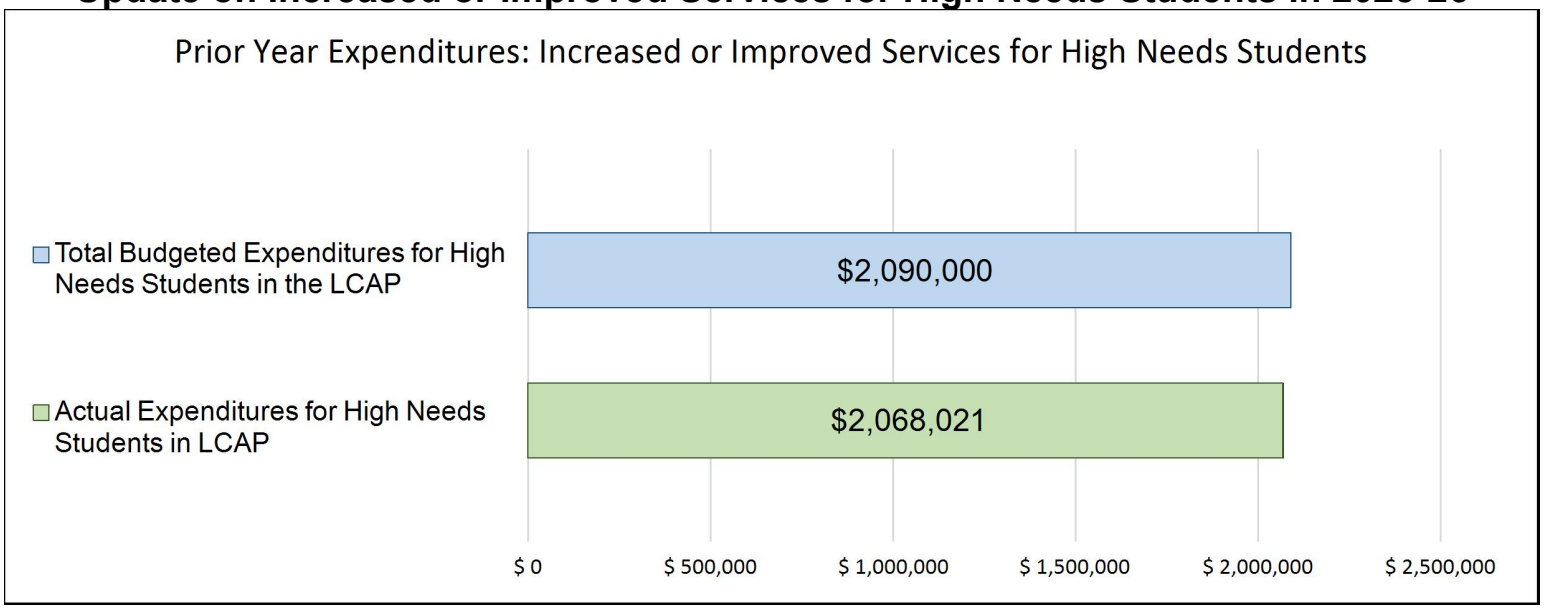
Much of our core instructional services are not specifically identified in our LCAP. Core services include core instructional services, business administration, transportation and maintenance services, and information technology. Other expenditures are related to grant awards received to fulfill specific outcomes.

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

In 2026-27, Middletown Unified School District is projecting it will receive $2,200,138.00 based on the enrollment of Foster Youth, English learner, and low-income students. Middletown Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Middletown Unified School District plans to spend $2,909,680.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2025-26, Middletown Unified School District's LCAP budgeted $2,090,000.00 for planned actions to increase or improve services for high needs students. Middletown Unified School District actually spent $2,068,021.00 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $21,979 had the following impact on Middletown Unified School District’s ability to increase or improve services for high needs students:

The difference was approximately 1% and did not make an impact on services for high needs students.

MIDDLETOWN UNIFIED SCHOOL DISTRICT

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
Middletown Unified School District	Jeff Crane Superintendent	jeff.crane@middletownusd.org 707.987.4100

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.

Middletown Unified School District (MUSD) has a rich history, dating back to its establishment in 1919 as a one-building schoolhouse. Today, approximately 1,470 students attend Middletown USD from the town of Middletown and the surrounding communities of Cobb Mountain and Hidden Valley Lake. MUSD, with its five schools, serves a geographic area that encompasses communities clustered along Highways 29 and 175 in beautiful Lake County. Our school community, which extends beyond the immediate area, is a testament to our nearly 100 years of tradition and commitment to education.

At MUSD, we are not just a school but a vibrant community. We are fortunate to have a parental community that is not just present but actively participates in school functions and events. Our community service clubs are the backbone of our students' success, providing scholarships, monetary assistance for programs and facilities, and community resources to help run the programs. The local community service organizations are active and supportive of the District and its endeavors, playing a crucial role in shaping the future of our students.

School District Mission:
The Middletown Unified School District is committed to creating a community of knowledgeable, responsible, lifelong learners through challenging learning experiences and mastery of a standards-based curriculum.

Core values include:
Student-Centered: We value cultivating every child's unique potential and ensuring a productive life after high school.

Integrity: We value truth and honesty in every personal interaction throughout the District.

Engagement: We value learning and teaching that engages and enriches all students. We value the highest-quality staff that can instill a love of learning in all students.

Partnership: We value strong parent, school, and community partnerships, including respectful and timely two-way communication between home and school.

Respect: We value providing a safe and supportive environment for all students.

Reflections: Annual Performance

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

MUSD is making progress toward accomplishing its LCAP goals. While our academic performance is not yet where we want it to be, our 2025 Dashboard data indicates that we either maintained or increased in all levels of academic performance. Though MUSD is the highest scoring district in Lake County, and we are above state average at specific schools/grade levels, we are still below state average overall. MUSD did lose ground in both Chronic Absenteeism and Suspension Rate. We will be implementing SEL curriculum across school sites, which will hopefully increase levels of positive student engagement.

After several years of unsettled leadership throughout many of our schools and departments, we experienced more stability over the past two school years. At the school and department level, this has enabled us to establish and strengthen working relationships. Further, we have focused on refining procedures that will help us be more efficient moving forward. Our high school and middle school have both adopted an electronic hall pass system. Administrators and counselors were trained on updated 504 procedures. MUSD site administration has increased its focus on instructional leadership with more informal walk through classroom observations and feedback.

We continue to feel the effects of fiscal uncertainty. We continue to use LREBG funds to pay for our counselors. We expanded our counseling services during the COVID pandemic. Using the LREBG funds this way has enabled us to maintain these expanded services. (MUSD LCAP Action 3.3) This will help our students both academically and social-emotionally. As an extension, this will prevent the counseling services from being assigned to our school psychologists, which will enable them to provide better services in their other tasks. Making sure this plan does not exceed the availability of these funds needs to be an area of focus as we move forward.

In 2023, the following student groups earned a red performance level for MUSD
Homeless: Math & Chronic Absenteeism

Two or More Races: Chronic Absenteeism

The following student groups at the identified school earned a red performance level for the indicated California School Dashboard indicator:
Minnie Cannon

- Chronic Absenteeism: Socio-economically Disadvantaged

Coyote Valley Elementary
- Chronic Absenteeism: English Learners & Two or more races

Middletown Middle School
- Mathematics: Hispanic & Socio-economically Disadvantaged

Reflections: Technical Assistance

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

Middletown USD qualifies for Differentiated Assistance (DA) for four student groups: Hispanic, Long-term English Learners (LTEL), Socioeconomically Disadvantaged (SED) and Students with Disabilities (SWD). Below is each student group with the area in which they earned red status on the 2025 California School Dashboard:
* Hispanic - Chronic Absenteeism and Suspension Rate
* LTEL - Suspension Rate and English Learner Progress (orange status in English Learner Progress qualifies for DA for LTEL)
* SED - Chronic Absenteeism and Suspension Rate
* SWD - Suspension Rate and ELA & Math

According to the 2025 California School Dashboard, Middletown Unified School District (MUSD) has designated Chronic Absenteeism and Suspension Rates as primary focus areas for improvement. Districtwide, chronic absenteeism increased from 27.4% in 2024 to 31.1% in 2025, with Cobb Mountain Elementary, Coyote Valley Elementary, Minnie Cannon Elementary, and Middletown Middle School each receiving a Red status indicator. Similarly, the overall suspension rate rose from 4.4% to 6.1%, driven by a Red status at Middletown Middle School and Orange status designations at Cobb Mountain Elementary and Middletown High School.

In response, MUSD is collaborating with the Lake County Office of Education to provide staff professional learning focused on Restorative Practices and the district's Signature Instructional Practices (Student Talk/Collaboration, Creativity/Critical Thinking, and Writing). For the upcoming academic year, MUSD will prioritize these climate interventions alongside the implementation of a newly adopted elementary mathematics curriculum.

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Parents	Input was gathered from parents in a variety of ways. Throughout the spring, we gathered input at school site council meetings, parent booster meetings and via a district wide survey.
Students	Input was gathered from students during school leadership meetings. Students were also included in the district wide LCAP survey in May.
Teachers	Input was gathered from staff during school site council meetings and staff meetings. Teachers were also included in the district wide LCAP survey.
Principals & Administrators	Input was gathered from principals and administrators during regular district leadership meetings. Principals and administrators were also included in the district wide LCAP survey.
Staff Members	Surveys were sent out to all staff. Input was gathered during school site council meetings. All staff were included in the May district wide LCAP survey.
Collective Bargaining Units	Multiple meetings were held with both CSEA & MTA union leadership to gather representative input.
Parent Advisory Committee	Input was gathered during school site council meetings at all school sites. These included participation from staff, parents and students.
EL Parent Advisory Committee	Input was gathered during DELAC meetings.
SELPA	Input was gathered from SELPA in collaborative meetings with MUSD Director of Special Education & Superintendent and SELPA Director. SELPA Director also attended district leadership team meeting in March.

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

Input from educational partners was a vital part of shaping our LCAP goals and actions. Specifically, student input led to our focus on providing engaging curriculum and classes. Parents and students both expressed a desire for improved college and career readiness. Students, parents, teachers and other staff expressed a desire for improved campus climate. These overarching goals form the backbone of our LCAP. Principals and administrators provided input on how to measure progress toward the goals.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Middletown Unified School District will effectively address the following areas: -Provide basic supports and services and work to improve overall learning conditions -Maintain district operations in an effective and compliant manner	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

MUSD believes this goal area helps to maintain our focus on the basic areas of operations that form the foundation of our educational services. The need for this focus was reinforced by feedback from our community partners regarding the importance of upgrading our facilities to help ensure their environment is conducive to learning. We also received feedback regarding the importance of making sure our students have access to the current learning materials.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	School facilities are maintained in good repair.	100% of MUSD school facilities are in good repair.	100% of MUSD school facilities are in good repair	100% of MUSD school facilities are in good repair	Maintain 100% of MUSD school facilities are in good repair.	No Difference--Maintaining Progress
1.2	Teachers are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching.	All teachers are appropriately assigned.	5 teachers are misassigned with plans to fix individual situations by next school year.	6 teachers are misassigned with plans to fix individual situations by next school year.	Maintain 100% of teacher assignments	6 teacher misassignments--we are more accurately tracking this data and are working to address

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						individual situations.
1.3	Teachers implement academic content and performance standards adopted by the state board.	100% of teachers implement academic content and performance standards adopted by the state board.	100% of teachers implement academic content and performance standards adopted by the school board.	100% of teachers implement academic content and performance standards adopted by the school board.	Maintain 100% of teachers implementing academic content and performance standards adopted by the state board.	No Difference--Maintaining Progress
1.4	Broad course of study that includes all of the subject areas described in Section 51210 and 51220 (a) to (i) as applicable.	100% of MUSD students have access to a broad course of study.	100% of MUSD students have access to a broad course of study.	100% of MUSD students have access to a broad course of study.	MUSD will maintain 100% of students having access to a broad course of study.	No Difference--Maintaining Progress
1.5	Every pupil has sufficient access to standards-aligned instructional materials.	100% of students have access to standards-aligned instructional materials.	100% of students have access to standards-aligned instructional materials.	100% of students have access to standards-aligned instructional materials.	Maintain 100% access to standards-aligned instructional materials	No Difference--Maintaining Progress
1.6	Student Access to Technology-on campus	All MUSD classrooms have sufficient hardware for all students to be able to have a device to access online resources	All MUSD classrooms have sufficient hardware for all students to be able to have a device to access online resources	All MUSD classrooms have sufficient hardware for all students to be able to have a device to access online resources	MUSD will maintain on campus access for all students.	No Difference--Maintaining Progress
1.7	Student Access to Technology-at home	All MUSD students who have requested a device for home use have been issued a device	All MUSD students who have requested a device for home use have been issued a device	All MUSD students who have requested a device for home use have been issued a device	MUSD will continue provide a device for home use for all students who need one.	No Difference--Maintaining Progress
1.8	Transportation Availability	MUSD makes school-home transportation	MUSD makes school-home transportation	MUSD makes school-home transportation	MUSD will continue to make school-home	No Difference--Maintaining Progress

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		available to all students at no charge.	available to all students at no charge.	available to all students at no charge.	transportation available to all students at no charge	

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.

This goal was implemented by our MOT, IT and HR departments in conjunction with site administration. Teacher misassignments are the result of teachers with internship permits. These teachers are working toward full credentials. All teacher assignments are compliant with CTC guidelines.

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.

1.2 - We were able to find better pricing on some items and postponed some scheduled purchases.
1.4 - Expenses continue to take place, shrinking the difference between the amount budgeted and the amount of expenditures.

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

We have been successful in providing the basics that our students need to be successful at school.

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.

We are not making any changes to the outcomes we are working toward.

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	Facilities	MUSD will continue to use maintenance and custodial staff to address facility needs, update deferred maintenance plan.	$836,397.00	No

Action #	Title	Description	Total Funds	Contributing
1.2	Technology On Campus	Continued use of Technology Department and school site staff to purchase, deploy and support hardware sufficient for all students to access technology while on campus.	$481,970.00	Yes
1.3	Technology At Home	Purchase & support hardware for students who require school devices to have access at home.	$41,910.00	Yes
1.4	Transportation	MUSD is required to provide transportation for all special education students who qualify for transportation. MUSD goes beyond this requirement to make school-home transportation available to all students at no charge.	$699,711.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Middletown Unified School District will effectively address the following areas: -Improving student academic achievement as measured through standardized and local outcomes.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal area is a high priority for MUSD, as student achievement is the driving purpose of all that we do. Data and feedback from our partners validates that academic achievement is a high-priority area to invest time, resources and actions.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	ELA Achievement (Dashboard)	English Language Arts-19.8 points below standard	2024 Dashboard: 18.2 points below standard	2025 Dashboard: 7.4 points below standard	MUSD will improve by 2 points annually to match the state average of 13.6 points below standard.	Improved--12.4 points closer to standard
2.2	Math Achievement (Dashboard)	Math-65.8 points below standard	2024 Dashboard: 53.4 points below standard	2025 Dashboard: 45.7 points below standard	MUSD will improve by 5 points annually to match the state average of 49.1 points below standard.	Improved--20.1 points closer to standard

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.3	English Language Learner Progress	47.2% Making Progress	2024 Dashboard: 40% making progress	2025 Dashboard: 40% making progress	EL students making progress will increase 2% annually for a 6% improvement over 3 years.	7.2% fewer students making progress
2.4	English Learner Reclassification Rate	2023-24 EL Reclassification Rate: 9.4%	2024-25 EL Reclassification Rate: 15.7%	2025-26 EL Reclassification Rate: 15.3%	MUSD will improve reclassification rate by 1% annually for a 3% improvement over 3 years.	5.9% more students reclassified
2.5	Middle School Dropout Rate	0%	0%	0%	MUSD will maintain a 0% middle school dropout rate	No Difference--Maintaining Progress
2.6	High School Dropout Rate	2023-24 Dropout Rate (4-year cohort): 8.85%	2023-24 Dropout Rate (4-year cohort): 8.85%	2024-25 Dropout Rate (4-year cohort): 4.85%	MUSD will reduce the high school dropout rate by at least 1% annually to reach 5.85% or less for our year 3 outcome.	Improved--4% fewer students dropping out
2.7	Graduation Rate	2023 graduation rate: 83.8%	2024 graduation rate: 86.7% per Dataquest	2025 graduation rate: 94.2% per Dataquest	MUSD will increase graduation rate by 3% annually, for a 9% improvement over 3 years	Increased graduation rate by 10.4%
2.8	Percentage of pupils who have passed an AP exam with a score of 3 or better	2022-23 AP exam pass rate: 28.4%	2023-24 AP exam pass rate: 52.6%	2024-25 AP exam pass rate: 39.0%	MUSD will increase the AP passage rate by 5% annually to reach 43% for our year 3 outcome.	Increased AP exam pass rate by 10.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.9	College and Career Indicator	2023: 22.1% Prepared	2024 Dashboard: 13.2% Prepared	2025 Dashboard: 31.7% Prepared	MUSD will match the statewide average of 44% prepared.	Improved--Increased by 9.6%
2.10	UC/CSU A-G Completion Rate	2023 A-G completion rate: 20.6%	2024 A-G Completion Rate: 13.2%	2025 A-G Completion Rate: 24.0%	MUSD will improve A-G completion rate by 3% annually for a total increase of 9% for our year 3 outcome.	Improved--Increased by 3.4%
2.11	CTE Completion Rate	2023 CTE Completion Rate: 13.2%	2024 CTE Completion Rate: 7.0%	2025 CTE Completion Rate: 33.7%	MUSD will improve CTE completion rate by 3% annually for a total increase of 9% for our year 3 outcome.	Improved--Increased by 20.5%
2.12	UC/CSU A-G completion AND CTE pathway completion	2023: 4.4%	2024: 1%	2025: 10.6%	MUSD will improve a-g and CTE completion rate by 2% annually for a total increase of 6% for our year 3 outcome.	Improved--Increased by 6.2%
2.13	Early Assessment Program	2023 CAASPP Data for 11th grade students: 39.46% meeting or exceeding ELA standards 24.8% meeting or exceeding math standards	2024 CAASPP Data for 11th grade students: 66.7% meeting or exceeding ELA standards 21.6% meeting or exceeding math standards	2025 CAASPP Data for 11th grade students: 69.15% meeting or exceeding ELA standards 22.34% meeting or exceeding math standards	MUSD will improve 11th grade CAASPP (EAP) data by 2% annually, for a total of 6% increase for our year 3 outcome.	Increased in ELA by 29.69% Decreased in math by 2.46%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.14	MUSD will continue to provide intervention programs and services to students with exceptional needs to increase academic outcomes.	2023 CAASPP data for MUSD students with disabilities (SWD): ELA 1.33% Standard Exceeded 13.33% Standard Met 20.00% Standard Nearly Met 65.33% Standard Not Met Math 1.33% Standard Exceeded 9.33% Standard Met 16.00% Standard Nearly Met 73.33% Standard Not Met	2024 CAASPP data for MUSD students with disabilities (SWD): ELA 5.3% Standard Exceeded 6.7% Standard Met 20.0% Standard Nearly Met 68.0% Standard Not Met Math 2.7% Standard Exceeded 9.5% Standard Met 10.8% Standard Nearly Met 77.0% Standard Not Met	2025 CAASPP data for MUSD students with disabilities (SWD): ELA 2.78% Standard Exceeded 15.28% Standard Met 19.44% Standard Nearly Met 62.5% Standard Not Met Math 4.23% Standard Exceeded 11.27% Standard Met 16.9% Standard Nearly Met 67.61% Standard Not Met	MUSD will see the percentage of students disabilities not meeting standards reduce by 4% annually, for a total reduction of 12% for our year 3 outcome.	Increased percentage of students meeting or exceeding standards in ELA by 3.5% Increased percentage of students meeting or exceeding standards in math by 4.84%
2.15	MUSD will continue to provide intervention programs and services to unduplicated students to increase academic outcomes.	Unduplicated students represent students who are socio-economically disadvantaged (SED), English Learners (EL), Foster, Homeless and/or SWD. 2023 CAASPP data for MUSD SED students: ELA	Unduplicated students represent students who are socio-economically disadvantaged (SED), English Learners (EL), Foster, Homeless and/or SWD. 2024 CAASPP data for MUSD SED students:	Unduplicated students represent students who are socio-economically disadvantaged (SED), English Learners (EL), Foster, Homeless and/or SWD. 2025 CAASPP data for MUSD SED students:	MUSD will see the percentage of unduplicated students not meeting standards reduce by 4% annually, for a total reduction of 12% for our year 3 outcome.	Increased percentage of SED students meeting or exceeding standards in ELA by 6.34% Increased percentage of SED students meeting or exceeding standards in math by 4.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		9.50% Standard Exceeded 24.50% Standard Met 28.25% Standard Nearly Met 37.75% Standard Not Met Math 6.85% Standard Exceeded 14.72% Standard Met 26.14% Standard Nearly Met 52.28% Standard Not Met 2023 CAASPP data for MUSD EL students: ELA 0% Standard Exceeded 10.00% Standard Met 20.00% Standard Nearly Met 70.00% Standard Not Met Math 0% Standard Exceeded 10.00% Standard Met 13.33% Standard Nearly Met 76.67% Standard Not Met	ELA 5.3% Standard Exceeded 6.7% Standard Met 20.0% Standard Nearly Met 68.0% Standard Not Met Math 2.7% Standard Exceeded 9.5% Standard Met 10.8% Standard Nearly Met 77.0% Standard Not Met 2024 CAASPP data for MUSD EL students: ELA 0% Standard Exceeded 5.8% Standard Met 28.9% Standard Nearly Met 65.4% Standard Not Met Math	ELA 12.96% Standard Exceeded 27.38% Standard Met 26.65% Standard Nearly Met 33.01% Standard Not Met Math 9.56% Standard Exceeded 16.91% Standard Met 29.66% Standard Nearly Met 43.87% Standard Not Met 2025 CAASPP data for MUSD EL students: ELA 2.17% Standard Exceeded 8.70% Standard Met 26.09% Standard Nearly Met 63.04% Standard Not Met Math		Increased percentage of EL students meeting or exceeding standards in ELA by 0.87% Increased percentage of EL students meeting or exceeding standards in math by 1.11% We did not have baseline CAASPP data for Homeless students or foster youth.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		*Foster and Homeless youth CAASPP data is not available as both these student groups did not have enough representation at each grade level to generate a report.	0% Standard Exceeded 5.2% Standard Met 24.1% Standard Nearly Met 70.7% Standard Not Met 2024 CAASPP data for MUSD Homeless students: ELA 8.3% Standard Exceeded 12.5% Standard Met 29.2% Standard Nearly Met 50.0% Standard Not Met Math 13.0% Standard Exceeded 13.0% Standard Met 30.4% Standard Nearly Met 43.5% Standard Not Met *Foster youth CAASPP data is not available as	2.22% Standard Exceeded 8.89% Standard Met 15.56% Standard Nearly Met 73.33% Standard Not Met 2025 CAASPP data for MUSD Homeless students: ELA 19.23% Standard Exceeded 23.08% Standard Met 19.23% Standard Nearly Met 38.46% Standard Not Met Math 12.00% Standard Exceeded 28.00% Standard Met 16.00% Standard Nearly Met 44.00% Standard Not Met *Foster youth CAASPP data is not available as		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			both these student groups did not have enough representation at each grade level to generate a report.	both these student groups did not have enough representation at each grade level to generate a report.		

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.

Overall, MUSD's academic program is on track but not as far down the track as we would like to see it. Our district wide CAASPP scores are the best in Lake County, but still trail behind the California state average. We have adopted Signature Instructional Practices, which we anticipate will form the backbone of our professional development for years to come.

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.

2.1 - Professional Development--we were able to provide much of our professional development using resources did not require additional expenditures. For instance, we provided training in-house or in conjunction with Lake County Office of Education.
2.3 & 2.4 - These efforts are spearheaded by our counselors and in conjunction with Lake County Office of Education. As a result, there are fewer dollars that are specifically spent in these areas.
2.5 - Career Learning Opportunities - we were able to provide more services in this area than anticipated.

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

2.1 - Professional Development - We have been able to provide training focused on instructional strategies that support student academic success.
2.2 - Academic Support - We were able to provide extra support before school, after school and during the school day that has led to improved academic success.
2.3 - Four Year Plans & Credit Recovery - Students have been able to better stay on track for graduation.
2.4 - College Learning Opportunities - We have been able to help make sure students are aware of postsecondary educational opportunities.
2.5 - Career Learning Opportunities - This is an area of particular strength for MUSD. We have a robust career preparation program.

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

Action 2.6 - We have identified class size reduction as a use for our Supplemental & Concentration funding. We will identify key areas where we can hire additional teachers across grade levels and school sites where we can lessen the negative impact of larger class sizes and/or combination classes.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Professional Development	MUSD will provide professional development to all staff in areas including but not limited to instruction, assessment and student support. Training providers will include MUSD staff as well as outside providers. Activities will include workshops, collaborative planning and coaching.	$176,692.00	Yes
2.2	Academic Support	MUSD will provide enhanced academic support for students, including during the school day, after school and during school breaks.	$503,506.00	Yes
2.3	Four Year Plans & Credit Recovery	MUSD will support all high school students in developing four-year graduation plans and will offer credit recovery to high school students who are behind credits to graduate.	$85,268.00	No
2.4	College Learning Opportunities	MUSD will support students in preparing for college after high school by supporting Advanced Placement, partnering with local colleges to provide Dual Enrollment, coordinating campus visits and other exposures to higher education.	$93,135.00	No
2.5	Career Learning Opportunities	MUSD will support students in preparation for careers after high school by supporting a robust CTE program.	$2,086,763.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.6	Class Size Reduction	MUSD will support extra FTE at school sites to mitigate class size & combo classes.	$386,914.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Middletown Unified School District will effectively address the following areas: -Improving school/district climate -Increasing student engagement -Increasing parental engagement	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
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.

Having a healthy and supportive culture and climate for students and staff to function in is a high priority. This environment will enable students to be successful and for students and staff to be safe and supported.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Attendance Rate	2023-24 Attendance Rates Minnie Cannon: 92.9% Cobb Elementary: 92.3% Coyote Valley: 91.9% Middletown MS: 92.0% Middletown HS: 91.7% Loconoma HS: 69.9% District wide: 91.75%	2024-25 Attendance Rates Minnie Cannon: 92.1% Cobb Elementary: 91.8% Coyote Valley: 91.9% Middletown MS: 91.0%	2025-26 Attendance Rates Minnie Cannon: 93.9% Cobb Elementary: 91.3% Coyote Valley: 93.1% Middletown MS: 91.3%	Each school will improve their ADA rate by 1% in 24-25 and 0.5% in 25-26 and 26-27 to reach a 2% for our year 3 outcome.	Minnie Cannon: increased by 1.0% Cobb Elementary: declined by 1.0% Coyote Valley: increased by 1.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Middletown HS: 90.6% Loconoma HS: 67.3% District wide: 91.1%	Middletown HS: 91.3% Loconoma HS: 75.2% District wide: 92.0%		Middletown MS: declined by 0.7% Middletown HS: decreased by 0.4% Loconoma HS: increased by 5.3% District wide: increased by 0.25%
3.2	Chronic Absenteeism	2022-23: 33.8% Chronically Absent	2024 Dashboard: 27.4% Chronically Absent	2025 Dashboard: 31.1% Chronically Absent	MUSD will match the statewide average of 24% Chronically Absent	Improved (reduced) Chronically Absent by 2.7%
3.3	Healthy Kids Survey Key Indicators: Secondary, School Engagement and Supports	2022-23: 51% of secondary students state that they have Caring Adult Relationships at school as "Very Much True," or "Pretty Much True."	2023.24: 67% of secondary students state that they have Caring Adult Relationships at school as "Very Much True," or "Pretty Much True."	2024-25: 54% of secondary students state that they have Caring Adult Relationships at school as "Very Much True," or "Pretty Much True."	MUSD will improve by 3% annually to reach 60% for our year 3 outcome.	Improved by 3%
3.4	Pupil Suspension Rate	2023 Suspension Rate (CA Dashboard data for MUSD): 3% suspended at least one day	2024 Dashboard: 4.4% suspended at least one day	2025 Dashboard: 6.1% suspended at least one day	MUSD will reduce the student suspension rate by 0.3% annually for a total reduction of 0.9% for our year 3 outcome.	Worsened (increased) suspension rate by 3.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.5	Pupil Expulsion Rate	2022-23 MUSD Expulsion Rate: 0.1%	2023-24 MUSD Expulsion Rate: 0%	2024-25 MUSD Expulsion Rate: 0%	MUSD will reduce the student expulsion rate to 0% over the next 3 years.	Reduced expulsion from 0.1% to 0.0%
3.6	Parent Engagement	Each school site holds parent night activities	Sites provide regular communication to parents and a variety of parent engagement events throughout the school year, including but not limited to orientation nights, parent conferences, curriculum nights, and student performances.	Sites provide regular communication to parents and a variety of parent engagement events throughout the school year, including but not limited to orientation nights, parent conferences, curriculum nights, and student performances.	Each site will continue to hold parent night activities with increasing attendance at those events.	No Difference--maintained progress

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.

After several years of unsettled leadership throughout the district, MUSD schools have more consistent leadership. This has led to an improved basis on which to build relationships at the school level with and among students and with parents and other members of the community.

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.

3.1 & 3.3 - Social Emotional Learning & Counseling - We did not reduce social emotional learning and counseling services as had been anticipated.
3.4 - Parent engagement events were supported with non-LCFF dollars, including Title I.

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

3.1 - Social Emotional Learning & Restorative Practices - Suspension rates did not reduce as we had hoped.
3.2 - Attendance Support - Overall attendance rate improved; Chronic Absenteeism was rose.
3.3 - Social Emotional Counseling - We were able to meet identified counseling needs for all MUSD students.
3.4 - Parent Engagement - Each campus held parent engagement events that were well attended by members of their respective communities.

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 goals and actions as described in our LCAP. MUSD will be implementing Character Strong at all school sites.

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	Social Emotional Learning & Restorative Practices	MUSD will implement social emotional learning & restorative practices for all age groups. This will include professional development for teachers and implementation at all school sites.	$263,627.00	Yes
3.2	Attendance Support	MUSD will support students and families in improving student attendance. These efforts will include phone calls to families of absent students, truancy letters, and Student Attendance Review Teams (SART) who will meet with families to strategize appropriate supports.	$88,334.00	Yes
3.3	Social Emotional Counseling	MUSD will continue to provide social emotional counseling, in addition to academic counseling.	$260,727.00	Yes
3.4	Parent Engagement	MUSD will conduct parent engagement activities at every school site to include parents of unduplicated pupils and pupils in programs for individuals with exceptional needs. These activities will include but not be limited to Back-to-School and Open House events, parent conferences,	$5,715.00	Yes

Action #	Title	Description	Total Funds	Contributing
		public input meetings on areas of community concern and surveys to gather input from parents and other community members.		

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
$2,200,138	$79,460

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
13.520%	0.000%	$0.00	13.520%

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
1.2	**Action:** Technology On Campus **Need:** Access to online instructional materials and content. **Scope:** LEA-wide	Providing Chromebooks for student use on campus ensures that all students are able to access online instructional materials and content.	100% of students have access to technology on campus

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
1.4	**Action:** Transportation **Need:** Daily school-home transportation is an expense for all families that can be particularly difficult for families of unduplicated pupils. **Scope:** LEA-wide	MUSD makes transportation available for all families, as this eases the financial and time demands that transportation poses for all families, particularly for the families of unduplicated pupils.	Transportation availability
2.1	**Action:** Professional Development **Need:** Unduplicated pupils have a higher level of need for high caliber instructional practices and support from school personnel **Scope:** LEA-wide	More highly trained personnel will provide improved support for all students, with a particular emphasis on unduplicated pupils.	Math & ELA achievement for unduplicated pupils.
2.2	**Action:** Academic Support **Need:** Unduplicated pupils struggle academically at rates disproportionate to their numbers. **Scope:** LEA-wide	Academic supports will improve all students' academic success, including those of our unduplicated students.	ELA & math achievement rates for unduplicated students
2.5	**Action:** Career Learning Opportunities	A robust CTE program with multiple options for students will increase the chances of our providing	CTE completion

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
	Need: Career Preparation **Scope:** LEA-wide	programs which meet a student's interest and enable them to complete high school prepared to pursue an engaging, profitable career.	
2.6	**Action:** Class Size Reduction **Need:** Need for more focused academic support & connection with peers and adults **Scope:** LEA-wide Schoolwide	Students will receive more focused academic support and connection with peers and adults	CAASPP scores, student connectedness
3.1	**Action:** Social Emotional Learning & Restorative Practices **Need:** Unduplicated students are disciplined at disproportional rates when compared with their peers. **Scope:** LEA-wide	Social emotional learning will provide students with skills and strategies that will enable them to be successful both academically and behaviorally. Restorative practices will support students in building strong relationships at school with adults and with peers.	Attendance Rate, Chronic Absenteeism, Suspension & Expulsion Rates
3.2	**Action:** Attendance Support **Need:**	A multifaceted approach to supporting student attendance will educate families regarding the importance of school attendance, while also	Chronic Absenteeism, Attendance Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Student Engagement **Scope:** LEA-wide	ensuring that students are engaged and supported while they are at school.	
3.3	**Action:** Social Emotional Counseling **Need:** Students with social emotional needs that are not addressed by outside counseling support. **Scope:** LEA-wide	Social emotional counselor provides services for all students whose families have not been able to provide this support outside of schools.	Attendance Rate, Chronic Absenteeism
3.4	**Action:** Parent Engagement **Need:** Parent Engagement **Scope:** LEA-wide	Opportunities for parents to be engaged at school will strengthen home-school communication and will encourage parents to support their children in attending and being successful at school.	Parent Engagement Events

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.3	**Action:** Technology At Home **Need:** There are students who do not have access to online resources at home. **Scope:** Limited to Unduplicated Student Group(s)	Providing school issued devices will enable students to access online resources at home.	100% of requests for devices for home use

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.

Action- We will offer credit recovery to contribute to better graduation rates
The identified need unduplicated student groups, such as economically disadvantaged students or English language learners, face challenges that impact their ability to earn credits and progress toward graduation. These students need this extra support to succeed.
The action is designed to address the needs of all students needing credit recovery. Credit recovery programs provide opportunities for students to make up for failed courses, preventing them from falling behind and increasing their chances of graduating on time.
The effectiveness of the credit recovery program can be measured by tracking graduation rates among the unduplicated student groups over time. Additionally, monitoring the number of credits earned by participating students and their academic progress can provide insights into the program's impact.

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.

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		
Staff-to-student ratio of certificated staff providing direct services to students		

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	$16,273,728	2,200,138	13.520%	0.000%	13.520%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$3,080,216.00	$1,914,041.00	$836,397.00	$180,015.00	$6,010,669.00	$3,604,328.00	$2,406,341.00

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	Facilities	All	No			All Schools	Three Years	$248,885.00	$587,512.00	$0.00	$0.00	$836,397.00	$0.00	$836,397.00	
1	1.2	Technology On Campus	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$152,517.00	$329,453.00	$386,584.00	$95,386.00	$0.00	$0.00	$481,970.00	
1	1.3	Technology At Home	Low Income	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools		$13,262.00	$28,648.00	$33,616.00	$8,294.00	$0.00	$0.00	$41,910.00	
1	1.4	Transportation	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools		$420,284.00	$279,427.00	$547,183.00	$152,528.00			$699,711.00	
2	2.1	Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		Three years	$51,973.00	$124,719.00	$108,471.00	$20,688.00	$0.00	$47,533.00	$176,692.00	
2	2.2	Academic Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$503,506.00	$0.00	$373,339.00	$0.00	$0.00	$130,167.00	$503,506.00	
2	2.3	Four Year Plans & Credit Recovery	All	No			Specific Schools: Middletown High School & Loconoma High School 9-12	Three years	$85,268.00	$0.00	$85,268.00	$0.00	$0.00	$0.00	$85,268.00	
2	2.4	College Learning Opportunities	All	No			All Schools		$93,135.00	$0.00	$85,268.00	$7,867.00	$0.00	$0.00	$93,135.00	
2	2.5	Career Learning Opportunities	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools		$1,038,796.00	$1,047,967.00	$977,348.00	$1,109,415.00	$0.00	$0.00	$2,086,763.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.6	Class Size Reduction	English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	Specific Schools: CVE, MCE & MMS		$386,914.00	$0.00	$386,914.00				$386,914.00	
3	3.1	Social Emotional Learning & Restorative Practices	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Three years	$260,727.00	$2,900.00	$41,257.00	$222,370.00	$0.00	$0.00	$263,627.00	
3	3.2	Attendance Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		Three years	$88,334.00	$0.00	$14,211.00	$74,123.00	$0.00	$0.00	$88,334.00	
3	3.3	Social Emotional Counseling	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income			$260,727.00	$0.00	$38,357.00	$222,370.00	$0.00	$0.00	$260,727.00	
3	3.4	Parent Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$0.00	$5,715.00	$2,400.00	$1,000.00	$0.00	$2,315.00	$5,715.00	

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
$16,273,728	2,200,138	13.520%	0.000%	13.520%	$2,909,680.00	0.000%	17.880 %	**Total:**	$2,909,680.00
								LEA-wide Total:	$2,876,064.00
								Limited Total:	$33,616.00
								Schoolwide Total:	$386,914.00

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	1.2	Technology On Campus	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$386,584.00	
1	1.3	Technology At Home	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools	$33,616.00	
1	1.4	Transportation	Yes	LEA-wide	Foster Youth Low Income	All Schools	$547,183.00	
2	2.1	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income		$108,471.00	
2	2.2	Academic Support	Yes	LEA-wide	English Learners Foster Youth Low Income		$373,339.00	
2	2.5	Career Learning Opportunities	Yes	LEA-wide	Foster Youth Low Income	All Schools	$977,348.00	
2	2.6	Class Size Reduction	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	Specific Schools: CVE, MCE & MMS	$386,914.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.1	Social Emotional Learning & Restorative Practices	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$41,257.00	
3	3.2	Attendance Support	Yes	LEA-wide	English Learners Foster Youth Low Income		$14,211.00	
3	3.3	Social Emotional Counseling	Yes	LEA-wide	Foster Youth Low Income		$38,357.00	
3	3.4	Parent Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income		$2,400.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$4,036,000.00	$4,202,669.99

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**	Facilities	No	$ 875,000.00	$ 1,082,298.55
1	**1.2**	Technology On Campus	Yes	$ 380,000.00	$ 291,864.01
1	**1.3**	Technology At Home	Yes	$ 35,000.00	$ 25,379.49
1	**1.4**	Transportation	Yes	$ 825,000.00	$ 631,814.46
2	**2.1**	Professional Development	Yes	$166,000.00	$ 58,256.63
2	**2.2**	Academic Support	Yes	$ 485,000.00	$ 389,393.76
2	**2.3**	Four Year Plans & Credit Recovery	No	$ 85,000.00	$ 38,791.00
2	**2.4**	College Learning Opportunities	No	$ 90,000.00	$ 22,924.04
2	**2.5**	Career Learning Opportunities	Yes	$ 770,000.00	$ 1,216,775.69
3	**3.1**	Social Emotional Learning & Restorative Practices	Yes	$ 135,000.00	$ 201,141.28
3	**3.2**	Attendance Support	Yes	$ 25,000.00	$ 38,312.62

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	**3.3**	Social Emotional Counseling	Yes	$ 135,000.00	$ 201,141.28
3	**3.4**	Parent Engagement	Yes	$ 30,000.00	$ 4,577.18

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)
1,884,816	$2,090,000.00	$2,068,020.75	$21,979.25	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	1.2	Technology On Campus	Yes	$ 265,000.00	$ 291,864.01		
1	1.3	Technology At Home	Yes	$ 35,000.00	$ 25,379.49		
1	1.4	Transportation	Yes	$ 825,000.00	$ 631,243.99		
2	2.1	Professional Development	Yes	$ 135,000.00	$ 44,227.50		
2	2.2	Academic Support	Yes	$ 485,000.00	$ 253,618.44		
2	2.5	Career Learning Opportunities	Yes	$ 20,000.00	$ 773,629.68		
3	3.1	Social Emotional Learning & Restorative Practices	Yes	$ 135,000.00	$ 20,831.55		
3	3.2	Attendance Support	Yes	$ 25,000.00	$ 3,967.91		
3	3.3	Social Emotional Counseling	Yes	$ 135,000.00	$ 20,831.55		
3	3.4	Parent Engagement	Yes	$ 30,000.00	$ 2,426.63		

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)
15,521,533	1,884,816	0.00%	12.143%	$2,068,020.75	0.000%	13.324%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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