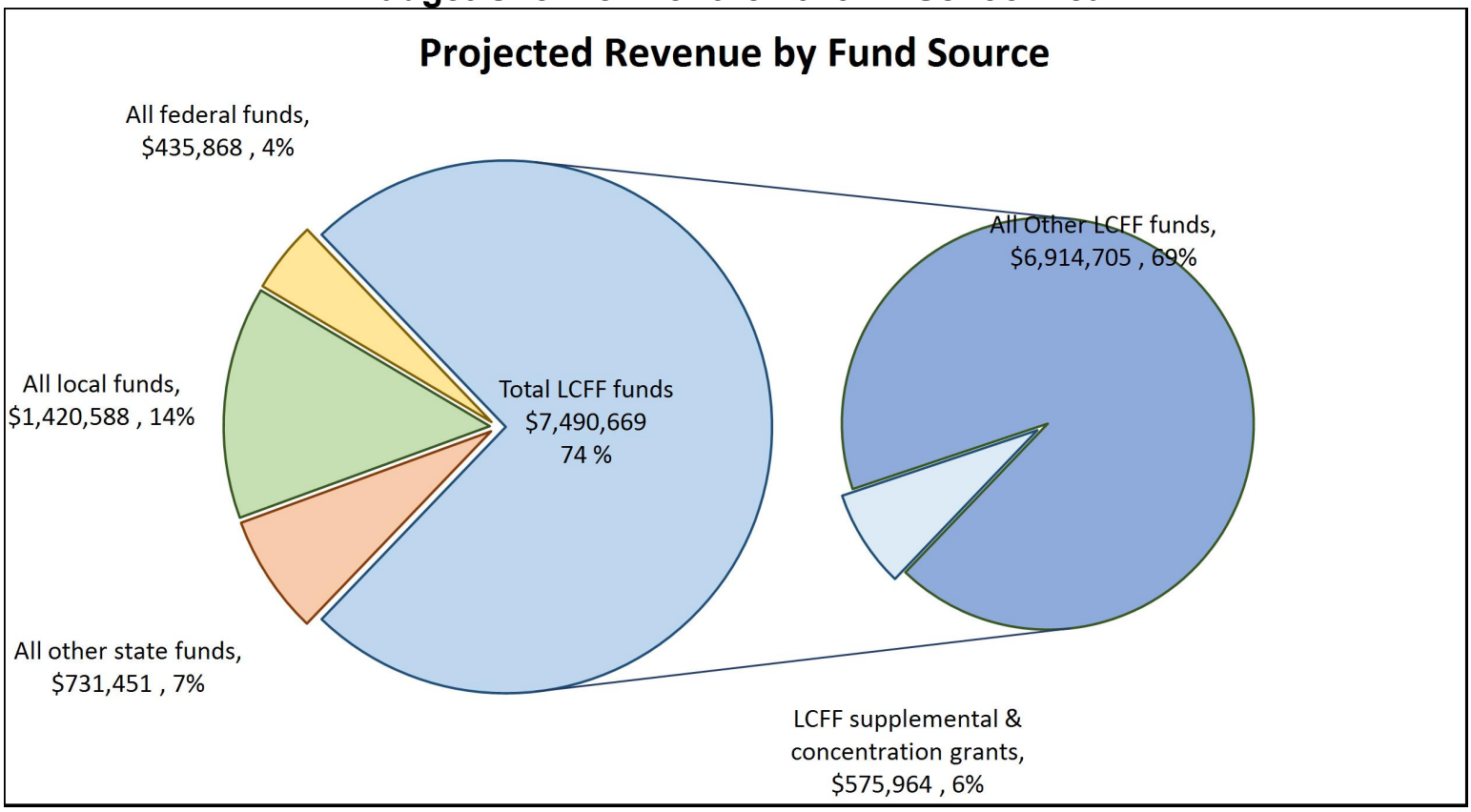
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Mesa Union School District
CDS Code: 56-72470
School Year: 2026-27
LEA contact information:
Dr. Raul Ramirez
Superintendent
rramirez@mesaschool.org
(805) 485--1411

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

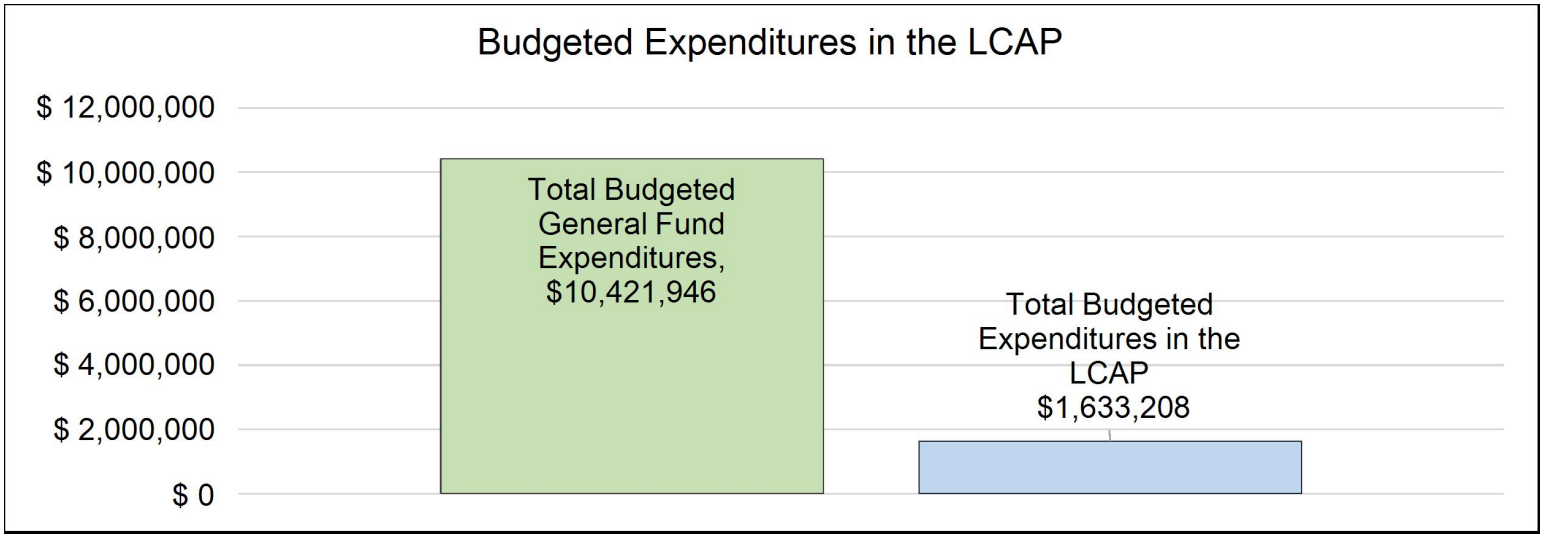


This chart shows the total general purpose revenue Mesa Union School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Mesa Union School District is $10,078,576, of which $7,490,669 is Local Control Funding Formula (LCFF), $731,451 is other state funds, $1,420,588 is local funds, and $435,868 is federal funds. Of the $7,490,669 in LCFF Funds, $575,964 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 Mesa Union School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Mesa Union School District plans to spend $10,421,946 for the 2026-27 school year. Of that amount, $1,633,208 is tied to actions/services in the LCAP and $8,788,738 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

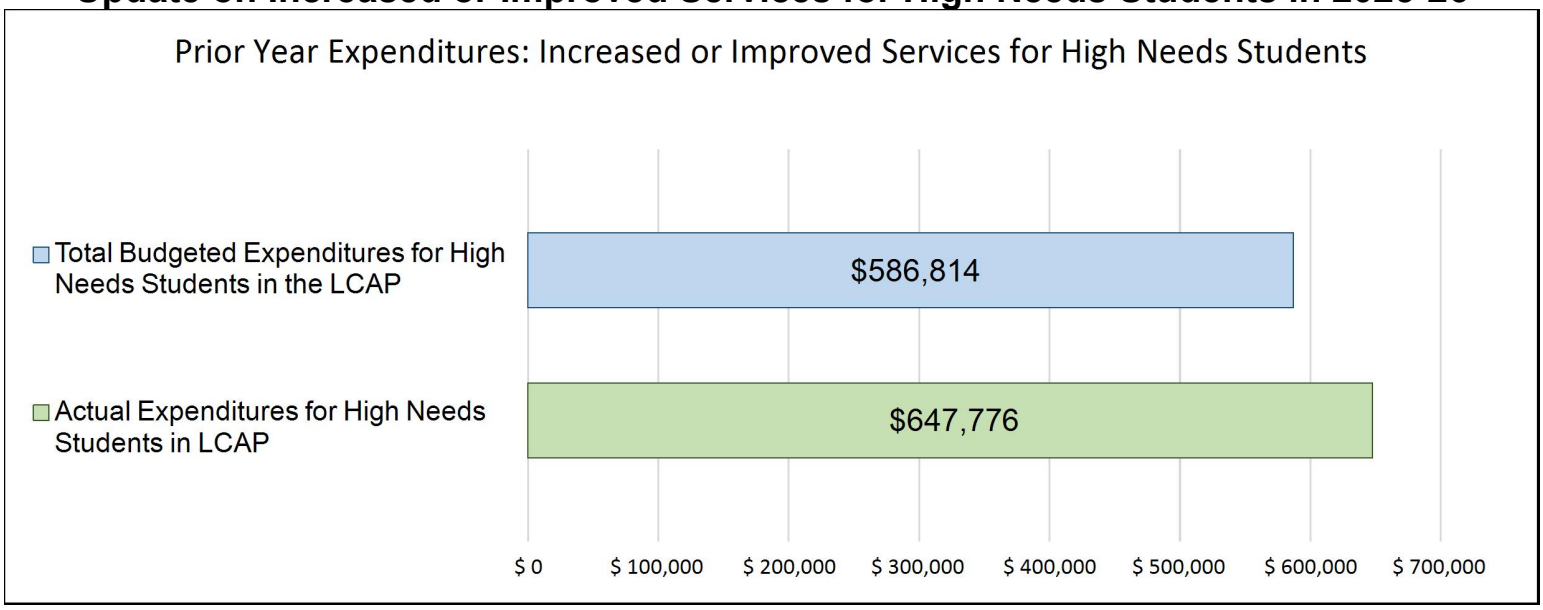
The LCAP does not include expenditures for administration and support staff salaries and benefits, maintenance and operations, special education, or most classroom teachers.

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

In 2026-27, Mesa Union School District is projecting it will receive $575,964 based on the enrollment of Foster Youth, English learner, and low-income students. Mesa Union School District must describe how it intends to increase or improve services for high needs students in the LCAP. Mesa Union School District plans to spend $618,794 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 Mesa Union School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Mesa Union School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Mesa Union School District's LCAP budgeted $586,814 for planned actions to increase or improve services for high needs students. Mesa Union School District actually spent $647,776 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Mesa Union School District	Dr. Raul Ramirez Superintendent	rramirez@mesaschool.org (805) 485--1411

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.

Mesa Union School District, comprised of a single school, Mesa Union School, has enjoyed a long tradition of excellence where children thrive in a community focused, small school environment. Approximately 615 students attend Mesa Union School in grades Transitional Kindergarten through Eighth Grade and actively participate in a rigorous and rewarding academic environment enriched with visual and performing arts, technology, athletics, middle school elective course offerings and other extracurricular activities. Mesa Union is avidly sought after by parents seeking a challenging and enriching education.

Mesa Union’s diversity is its strength. Mesa students come from a variety of backgrounds. Based on the California Dashboard, 11.9% of students were English learners, 36.2% percent of students who attend Mesa Union are Low Income. The District enjoys a low transiency rate, less than 1%. Overall attendance has averaged 96% over the past two school years (2024-2025 and 2025-2026). The District's demographics provide an opportunity to deliver a broad educational experience built upon diverse cultural experiences. Class sizes average 21.5:2 in Transitional Kindergarten; 22:1 in Kindergarten; 23.5:1 in grades 1-3; 28:1 in grades 4-5 and 30:1 in grades 6-8.

Mesa Union continues to implement its Framework for the Future and Learner Profile in grades TK-8 through a schoolwide implementation of AVID (Advancement Via Individual Determination) in all grades TK-8.

Reflections: Annual Performance

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

Reflecting on the annual performance of the Mesa Union School District based on a review of the California School Dashboard (Dashboard) and local data involves analyzing key performance indicators such as academic achievement, student engagement, school climate, and other critical metrics. This reflection will provide a comprehensive overview of the district's strengths, areas for improvement, and strategic priorities moving forward.

Academic Achievement
English Language Arts (ELA) and Mathematics

According to the California School Dashboard, Mesa Union School District has shown results trending positively in ELA and Mathematics. There has been an improvement in ELA and Mathematics scores across most grade levels. Mesa Union also continues to focus intently on the performance of student groups across the district, including English Learners, students identified as low-income (LI) and students with disabilities (SWD). Specifically, students with disabilities are one of the student groups within the district performing in the lowest performance level on more than one state indicators on the 2024 California Dashboard. In particular, performance on CAASPP English-Language Arts (ELA) for students with disabilities (SWD) is an area in need of greater attention and focus.

Strengths: The district's focus on literacy initiatives and targeted professional learning for teachers has positively impacted ELA and mathematics outcomes. In particular, Mesa Union has implemented AVID (Advancement Via Individual Determination) schoolwide and has complted a two-year implementation of Illustrative Mathematics across grades K-8. It is expected Transitional Kindergarten will adopt Illustrative Mathematics in 2026-2027 school year. Programs such as Full-STEAM Ahead (FSA), after-school programming/tutoring and learning support during the school day have contributed to this success.

Areas for Improvement: Mathematics remains a critical area for development. The district needs to implement more robust instructional strategies and provide additional support for students struggling in mathematics. Mesa Union will continue to extend its Illustrative Mathematics implementation into Year 3 in 2026-2027 by continuing math-focused professional development for teachers, and incorporating more hands-on and practical math applications to address this issue.

Student Engagement
Attendance and Chronic Absenteeism

Student engagement, as measured by attendance rates and chronic absenteeism, reveals significant insights into Mesa Union's performance.

Strengths: The overall attendance rate for Mesa Union School District is relatively high (averaging above 96%), particularly in relation to other districts in Ventura County, indicating most students are regularly attending school. This suggests a positive school climate and effective engagement strategies.

Areas for Improvement: Chronic absenteeism remains a concern, particularly among certain subgroups such as economically disadvantaged students and English Language Learners (ELs). To address this, the district has strengthened its outreach efforts to these communities, provide additional support services, and implement early support programs to identify and assist at-risk students. This has been a task supported by Mesa Union's School Counselor in collaboration with Parent/Family Liaison.

School Climate
Suspension and Expulsion Rates

The school climate, assessed through suspension and expulsion rates, offers insights into the district's disciplinary environment.

Strengths: The district has seen a reduction in suspension rates over the past year, reflecting successful implementation of restorative practices and positive behavior intervention systems (PBIS) and, most recently, a Menu of Supports for behavioral expectation and supports.
Areas for Improvement: Mesa Union will to focus on alternative disciplinary measures and expand programs that promote social-emotional learning and conflict resolution skills among students. Input and feedback from the annual YouthTruth indicates
College and Career Readiness
Graduation Rates and Post-Secondary Preparation

Graduation rates and college/career readiness metrics are critical indicators of the district's success in preparing students for life after high school.

Strengths: Mesa Union continues to emphasize college and career preparation through its implementation of AVID (Advancement Via Individual Determination) and partnerships with community organizations, including regional colleges and universities. Mesa Union is also focused on quality and accessibility of career technical education (CTE) programs through its modified block schedule and elective course offerings.
Areas for Improvement: Expanding partnerships with local businesses and community colleges to provide students with real-world experience and skills training will better prepare them for the workforce.
Local Data Insights
Community and Parent Engagement

Local data (YouthTruth Surveys) indicate community and parent engagement are strong areas for Mesa Union. Regular community events, parent-teacher conferences, and active Parent Family Organization (PFO) contribute to a supportive and involved school community.

Strengths: High levels of parental involvement and strong community support are evident. These factors contribute positively to student outcomes and overall school climate.
Areas for Improvement: To further enhance engagement, the district will look to provide more resources and training for parents to support their children's learning at home, especially in navigating college and career readiness as early as elementary.
Strategic Priorities
Based on this reflection, the following strategic priorities will continue at Mesa Union School District:

Enhance Mathematics Instruction: Focus on improving math outcomes through curriculum enhancement, professional learning and development, and targeted student support.
Reduce Chronic Absenteeism: Implement targeted interventions and support systems for at-risk students to improve attendance rates.
Expand Alternative Disciplinary Measures: Continue to reduce suspension and expulsion rates by promoting restorative practices and social-emotional learning at all levels/tiers.
Strengthen College and Career Readiness: Expand CTE programs and partnerships to better prepare students for post-secondary success.
Increase Parental Engagement Resources: Provide additional resources and support for parents to enhance their involvement in their children's education.

In conclusion, the Mesa Union School District has demonstrated notable strengths in several areas, particularly in ELA achievement, attendance, and community engagement. However, there are critical areas for improvement, especially in mathematics performance, chronic absenteeism, and college and career preparation. By addressing these challenges through strategic initiatives and continuous improvement efforts, the district can ensure better educational outcomes for all students.

The Learning Recovery Emergency Block Grant (LREBG) was established in response to the COVID-19 pandemic to support schools in their long-term recovery efforts. The grant is intended to address student learning, mental health, and overall well-being. LREBG provides one-time funds to LEAs for learning recovery initiatives through the 2027–28 school year. Mesa Union School District has expended all of its LREBG funding.

Reflections: Technical Assistance

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

Not Applicable

Comprehensive Support and Improvement

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

Schools Identified

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

No schools under the supervision of Mesa Union School District are eligible for comprehensive support and improvement.

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
Mesa LCAP Educational Partner Advisory Committee (Inclusive of parents of low-income students, English Learner (EL) students and Students with Disabilities (SWD)	Meeting #1- Tuesday, April 14 (5:30 p.m.-6:30 p.m.) * Local Control Accountability Plan Development Update * Review 2025-2026 Local Control Accountability Plan Goals * Review of Youth Truth School Climate Survey Results Meeting #2- Thursday, April 30 (5:30 p.m.-6:30 p.m.) * Local Control Accountability Plan Development Update * Review Proposed Local Control Accountability Plan Goals & Actions Meeting #3- Thursday, May 14 (5:30 p.m.-6:30 p.m.) * Review Proposed Local Control Accountability Plan Goals & Actions * Local Control Accountability Plan Committee Survey
Mesa Union School Leadership Team (Teacher Grade-level Leads)	Thursday, January 20, 2026 * YouthTruth Climate Survey 2025 Review Thursday, February 19, 2026 * LCAP Overview & Renewal Tuesday, March 24, 2025 * YouthTruth Climate Survey 2026 * Mesa Union Menu of Supports * Special Education Inclusion Thursday, April 23, 2026

Educational Partner(s)	Process for Engagement
	* LCAP Renewal- Goals & Priorities * Professional Learning * AVID Implementation & Expansion
Mesa Union Teacher Association (MUTA) & Mesa Union Support Team (MUST)	Tuesday, February 3, 2026 Wednesday, March 4, 2026 Tuesday, March 31, 2026 Tuesday, April 27, 2026 Tuesday, May 26, 2026
Ventura County SELPA	Tuesday, February 18, 2026
Mesa Union Middle School Focus Group	Thursday, January 30, 2026 Tuesday, January 27, 2026 *Analysis of 2025 YouthTruth Climate Survey *Discussion of highest rated and lowest rated questions Monday, February 2, 2026 * Analysis of 2025 YouthTruth Climate Survey * Discussion of Certificated Staff Follow-up Questions Tuesday, March 24, 2026 * Analysis of 2026 YouthTruth Climate Survey * Comparison of data results (2025 and 2026) Tuesday, April 14, 2026 * Analyzed 3-5 survey data items * Guiding questions for deeper inquiry * Comparison of data results Thursday, April 16, 2026 * Middle School Students facilitated Q&A w/ 4-5 Student Council Members regarding the 3-5 survey data Thursday, May 21, 2026 * Student reflection on 2025-2026 school year * Highlights & Suggestions for 2026-2027

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

In discussions with and input from Mesa staff (classified and certificated), parents, families, students, and educational partners, the feedback has been consistent across groups, with a strong emphasis on academic outcomes and social-emotional wellbeing to support effective learning. The counseling team, in particular, highlighted their ongoing commitment to providing individualized and small-group counseling tailored to each grade level. While the counseling approach varies across grades, it has been well received by the school community. The LCAP Educational Partner Committee expressed strong support for initiatives such as the AVID expansion (Goal 4.1) and staffing of two School Counselors (1 Full-time and a 40% position) (Goals 1.4 and 3.3). They also commended the significant progress in early literacy in TK-1 and showed great interest in expanding school-based counseling services and referrals to external agencies.Furthermore, there was positive commentary about Mesa Union's well-rounded programming, including athletics, extracurriculars, clubs, and activities. The committee continues to support these efforts as vital to student success. Input from the middle school focus group emphasized the desire for greater personalization in both content and staff connections, as well as sustained activities and clubs in the upcoming school year.

On Tuesday, June 1, 2026, Mesa Union held the Local Control and Accountability Plan (LCAP) Public Hearing and on Thursday, June 4, 2026, the Mesa Union School District Board of Trustees adopted the draft 2026-2027 Local Control Accountability Plan (Year 3). Superintendent did not need to respond in writing to questions from LCAP PAC members or members of the public at large.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Ensure high academic achievement through rigorous, student-centered learning experiences for all students.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Mesa Union School District primary commitment to its community is to foster continual student growth, for all students, in all grades, and all content areas, which is in line with the expectations indicated on the California Dashboard, specifically in the areas of Academic Performance, Academic Engagement, Conditions and Climate. Mesa Union recognizes not only the importance of increasing the overall percentage of students who met or exceeded California State Standards in all core content areas, but the need to close the achievement gap among the District's lowest performing subgroups: English learners, socioeconomically disadvantaged and students with learning disabilities.

Areas of continual focus include: 1) Increasing access to rigorous curriculum through the implementation of the Mesa Union Framework for the Future and Leaner Profile, including the continual adoption of state standards aligned materials to include Mathematics, English-Language Arts (ELA), English Language Development (ELD), Social Studies and Science 2) Supporting ongoing research based professional development and the implementation of Universal Design Lesson, depth and complexity, English language development and a system of tiered academic, social emotional, and behavior supports to not only meet the needs of struggling students but also to promote critical thinking, collaboration, creativity, and communication in a twenty--first century classroom that integrates technology and project/inquiry based focused student learning. 3) Facilitating effective professional learning communities centered around student learning, implementation of best instructional practices, and regular analysis of student results utilizing the "Plan, Do Study, Act" model. This is a broad goal for the district intended to address overall achievement, as well as achievement for specific learning groups. Mesa Union's LCAP Goal #1 is intended to address the following State Priorities: 1, 2, 4, 5, 7, 8.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	California Assessment of Student Performance	2022-23 CAASPP - ELA	2023-24 CAASPP - ELA	2024-25 CAASPP - ELA	2025-26 CAASPP - ELA	CAASPP - ELA

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	and Progress (CAASPP) - ELA	43.43% of students Met or Exceeded the state standards in English Language Arts/Literacy in grades 3-8.	52.56% of students Met or Exceeded the state standards in English Language Arts/Literacy in grades 3-8.	54.539% of students Met or Exceeded the state standards in English Language Arts/Literacy in grades 3-8.	60% of students Met or Exceeded the state standards in English Language Arts/Literacy in grades 3-8.	Student performance increased 11.10% in the Met or Exceed levels in state standards in English Language Arts/Literacy in grades 3-8 as measured by CAASPP from baseline year.
1.2	California Assessment of Student Performance and Progress (CAASPP) - ELA	2022-23 CAASPP - ELA 13.33% of SWD Met or Exceeded the state standards in English Language Arts/Literacy in grades 3-8.	2023-24 CAASPP - ELA 15.38% of SWD Met or Exceeded the state standards in English Language Arts/Literacy in grades 3-8.	2024-25 CAASPP - ELA 25.92% of SWD Met or Exceeded the state standards in English Language Arts/Literacy in grades 3-8.	2025-26 CAASPP - ELA 30% of SWD Met or Exceeded the state standards in English Language Arts/Literacy in grades 3-8.	CAASPP - ELA Student performance increased 12.59% in the Met or Exceed levels in state standards in English Language Arts/Literacy for Students with Disabilities (SWD) in grades 3-8 as measured by CAASPP from baseline year.
1.3	California Assessment of Student Performance and Progress (CAASPP) - Math	2022-23 CAASPP - Math 35.73% of students Met or Exceeded the state standards in Mathematics in grades 3-8	2023-24 CAASPP - Math 35.32% of students Met or Exceeded the state standards in Mathematics in grades 3-8	2024-25 CAASPP - Math 40.10% of students Met or Exceeded the state standards in Mathematics in grades 3-8	2025-26 CAASPP - Math 50% of students Met or Exceeded the state standards in Mathematics in grades 3-8	CAASPP - Math Student performance decreased 4.37% in the Met or Exceed levels in state standards in Mathematics for grades 3-8 as measured by

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						CAASPP from baseline year.
1.4	California Assessment of Student Performance and Progress (CAASPP) - Math	2022-23 CAASPP - Math 16.66% of SWD students Met or Exceeded the state standards in Mathematics in grades 3-8	2023-24 CAASPP - Math 15.39% of SWD students Met or Exceeded the state standards in Mathematics in grades 3-8	2024-25 CAASPP - Math 15.39% of SWD students Met or Exceeded the state standards in Mathematics in grades 3-8	2025-26 CAASPP - Math 25% of SWD students Met or Exceeded the state standards in Mathematics in grades 3-8	CAASPP - Math Student performance decreased 1.27% in the Met or Exceed levels in state standards in Mathematics for Students with Disabilities (SWD) in grades 3-8 as measured by CAASPP from baseline year.
1.5	English Language Proficiency Assessments for California (ELPAC)	2022-23 ELPAC 16.5% of English Learners demonstrated English Language Proficiency (Level 3 or 4) on Summative ELPAC	2023-24 ELPAC 16.5% of English Learners demonstrated English Language Proficiency (Level 3 or 4) on Summative ELPAC	2024-25 ELPAC 16.5% of English Learners demonstrated English Language Proficiency (Level 3 or 4) on Summative ELPAC	2025-26 ELPAC 16.5% of English Learners demonstrated English Language Proficiency (Level 3 or 4) on Summative ELPAC	ELPAC Student performance remained unchanged for English Learner students as demonstrated in the English Language Proficiency (Level 3 or 4) on Summative ELPAC from baseline year.
1.6	English Language Proficiency Assessments for California (ELPAC)	2022-23 ELPAC 45.2% making progress towards English Language Proficiency	2023-24 ELPAC 47.41% making progress towards English Language	2024-25 ELPAC 47.41% making progress towards English Language	2025-26 ELPAC 60 % making progress towards English Language Proficiency	ELPAC Student performance increased 2.21% for English Learner students as

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Proficiency (Levels 3 & 4)	Proficiency (Levels 3 & 4)		demonstrated in the English Language Proficiency (Level 3 or 4) in making progress toward proficiency from baseline year.
1.7	Reclassification Rate	2022-23 CAASPP/ELPAC 13% of Mesa Union English Learners were reclassified	2023-24 CAASPP/ELPAC 13% of Mesa Union English Learners were reclassified	2024-25 CAASPP/ELPAC 13% of Mesa Union English Learners were reclassified	2025-26 CAASPP/ELPAC 23% of Mesa Union English Learners were reclassified	CAASPP/ELPAC EL Reclassification English Learner reclassification performance remained unchanged for English Learner students as demonstrated in the English Language Proficiency (Level 3 or 4) and CAASPP performance from baseline year.
1.8	Students have access and are enrolled in a broad course of study	2022-23 CA Dashboard - Met Student schedules indicate access 100% of middle school students are enrolled in core classes (ELA/Math/Science/Social Studies/PE/Elective) and participate in at least one elective course.	2023-24 CA Dashboard - Met Student schedules indicate access 100% of middle school students are enrolled in core classes (ELA/Math/Science/Social Studies/PE/Electiv	2024-25 CA Dashboard - Met Student schedules indicate access 100% of middle school students are enrolled in core classes (ELA/Math/Science/Social Studies/PE/Electiv	2026-27 CA Dashboard - Met Student schedules indicate access 100% of middle school students are enrolled in core classes (ELA/Math/Science/Social Studies/PE/Electiv	CA Dashboard - Met Student performance on California Dashboard remained unchanged and continued as Met from baseline year.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		100% of elementary school students are enrolled in core classes (ELA/Math/Science/Social Studies/PE) and participate in Music as an elective offering.	e) and participate in at least one elective course. 100% of elementary school students are enrolled in core classes (ELA/Math/Science/Social Studies/PE) and participate in Music as an elective offering.	e) and participate in at least one elective course. 100% of elementary school students are enrolled in core classes (ELA/Math/Science/Social Studies/PE) and participate in Music as an elective offering.	e) and participate in at least one elective course. 100% of elementary school students are enrolled in core classes (ELA/Math/Science/Social Studies/PE) and participate in Music as an elective offering.	
1.9	California Assessment of Student Performance and Progress (CAASPP) - CAST (Science)	2022-23 CAASPP 45% of students Met or Exceeded the state standards in Science in grades 5 & 8	2023-24 CAASPP 30.70% of students Met or Exceeded the state standards in Science in grades 5 & 8	2024-25 CAST 35.5% of students Met or Exceeded the state standards in Science in grades 5 & 8	2025-26 CAASPP 45% of students Met or Exceeded the state standards in Science in grades 5 & 8	CAASPP - Science Student performance decreased 14.30% in the Met or Exceed levels in state standards in Science for students in grades 3-8 as measured by CAASPP from baseline year.
1.10	STAR Renaissance Learning Results - ELA	2023-24 60% of students Met or Exceeded the grade level standards in English Language Arts/Literacy according to STAR ELA.	2024-25 51.5% of students Met or Exceeded the grade level standards in English Language Arts/Literacy according to STAR ELA.	2025-26 65% of students Met or Exceeded the grade level standards in English Language Arts/Literacy according to STAR ELA.	2026-27 65% of students Met or Exceeded the grade level standards in English Language Arts/Literacy according to STAR ELA.	STAR Renaissance - ELA Student performance increased 5% in the Met or Exceed levels for students in grades 3-8 as measured by Renaissance

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						STAR- ELA from baseline year.
1.11	STAR Renaissance Learning Results - Math	2023-24 40% of students Met or Exceeded the grade level standards in Mathematics according to STAR Math.	2024-25 38.2% of students Met or Exceeded the grade level standards in Mathematics according to STAR Math.	2025-26 50% of students Met or Exceeded the grade level standards in Mathematics according to STAR Math.	2026-27 50% of students Met or Exceeded the grade level standards in Mathematics according to STAR Math.	STAR Renaissance - Math Student performance increased 10% in the Met or Exceed levels for students in grades 3-8 as measured by Renaissance STAR- Math from baseline year.

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.

Mesa Union continued to use one-time funding (California State funded) to augment and increase learning supports for all students, particularly students with special needs and students achieving below grade-level. There were a few substantive differences between several planned actions and expenditures for the school year. The planned actions and activities generated greater expenditures than were originally planned, meaning there were more expenditures in each of the activities where there was a material difference. There were substantive differences between the budgeted amount and expenditures in the following goals and actions: Goal 1.1, Goal 1.3, Goal 1.4 and Goal 1.6.The following describes any substantive differences in planned actions and actual implementation of these actions in the areas of:

Goal 1.1 Standards-based Instruction
Mesa Union successfully continued implementation of Sonday Learning System as a supplemental curriculum for TK-2 and learning support for grades 3-5. Mesa Union effectively addressed foundational literacy skills (phonemic awareness, decoding, syllabication) across elementary grades by targeting literacy gap-filling for upper elementary students (grades 3-5). Mesa Union also completed a third-year of full implementation of NGSS-aligned SEPUP/Lab Aids Science curriculum in middle school (grades 6-8). The SEPUP/Lab Aids curriculum proved particularly effective in providing hands-on, experiential learning while offering strong scaffolding for English Learners.

Goal 1.3 Expanded Learning Opportunities

Mesa Union expanded the Full-STEAM Ahead after-school program beyond initial projections and allocated additional staff hours for collaborative planning and preparation an enhanced program quality through increased instructional materials, namely "Leader In Me" implementation across K-8 grades. In particular, extended hours were provided to expanded learning staff in the Full-STEAM Ahead after-school program in order to undertake common planning and preparation of instructional experiences. Mesa Union spent more than was budgeted in the LCAP as a result of increased staffing/personnel hours and improved instructional materials and community-based field trips which extended learning beyond the school campus.

Goal 1.4 Multi-Tiered Systems of Support
Mesa Union successfully continued its efforts in mental health and counseling support with the ongoing staffing of a School Counselor and School Psychologist and onboarding of a part-time School Counselor after sunsetting a partnering with Ventura County Office of Education. As part of this initiative, Mesa Union expanded School Counselor role for middle school academic support and transition preparation. Mesa Union extended personnel hours beyond budgeted amounts to meet increased student demand, creating an additional investment in behavioral and academic support services.
Mesa Union also enhanced external partnerships supporting College and Career Pathways by partnering with the Ventura County Community College District, Cal State University, Channel Islands and University of California, Santa Barbara for learning opportunities and field trips for middle schools students.The Counseling and Wellness Team significantly improved service delivery for Students with Special Needs and low-income students and made strong progress in preparing middle school students for high school transition. As such, Mesa considers it a successful integration of mental health support within academic framework.

Goal 1.6 Technology
Mesa Union maintained 1:1 device program for grades 2-8 with successful refresh cycles in grades 2 and 6. Mesa Union also successfully completed pilot programs for IXL and Newsela learning platforms in middle school (grades 6-8) and continues to conduct a comprehensive analysis of learning platforms across grade-level spans. As such, there was an increased services and equipment investments beyond original budget due to additional costs associated with platform pilots and analysis. The device refresh cycle ensured students had access to current technology, while platform pilots provided valuable data for future instructional decisions.

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.

The following explains the significant material differences between Budgeted Expenditures and Estimated Actual Expenditures:

Goal 1.1 Standards-based Instruction
The budgeted Expenditure amount was $76,974, and the estimated Actual Expenditure was $95,916. The reason for the difference was an increased investment of time and resources toward the implementation of instructional learning materials, both core and supplemental, which provide rigorous learning and personalized support. Specifically, Mesa Union invested heavily in the expansion of literacy support (Sonday Learning System).

Goal 1.3 Expanded Learning Opportunities
The budgeted Expenditure amount was $281,338, and the estimated Actual Expenditure was $291,545. The reason for the difference was an expansion of learning opportunities for learners in grades K-8. In particular, there was an expansion of staffing hours and personnel for the

Full-STEAM Ahead after-school program. Mesa Union spent more than was budgeted in the LCAP as a result of increased staffing/personnel, increased instructional materials options and field trips to promote college awareness.

Goal 1.4 Multi-Tiered Systems of Support
The budgeted Expenditure amount was $370,998, and the estimated Actual Expenditure was $418,145. The reason for the difference was an expansion of its MTSS implementation through the onboarding of personnel and services for behavioral and academic support. Mesa Union expanded staffing hours and personnel for school-based counseling and mental health support, including a partnership with Mupu School District which led to hiring a School Counselor (.40 Full-Time Equivalent) and School Psychologist (.80 Full-Time Equivalent). The Counseling and Wellness Team greatly improved services for Students with Special Needs and low-income students. Mesa Union also invested additional resources in a School Counselor (1.0 Full-Time Equivalent) who provided academic support for middle school students in order to prepare for a transition to high school and increase College and Career Pathways.

Goal 1.6 Technology
The budgeted Expenditure amount was $157,500, and the estimated Actual Expenditure was $186,141. Mesa Union also continued to employ technology to support learning, particularly in literacy and mathematics. The additional expenditures were associated with pilots of IXL and NewsELA. Mesa Union intends to implement both learning platforms in 2026-2027.

Goal 1.7 English-Language Development
The budgeted Expenditure amount was $16,835, and the estimated Actual Expenditure was $9,835. Mesa Union also continued to employ strategies inside and outside the classroom intended to support English Learner (EL) language development. However, Mesa Union did not expense to the projected figure in the area of online learning platforms.

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

Mesa Union's first LCAP goal (Actions 1.1, 1.2. 1.3 and 1.4) centers around ensuring a balanced and well-rounded instructional program, including expanded learning opportunities to students and families via the Full STEAM Ahead afterschool program (Action 1.2 and Action 1.3). The Full-STEAM Ahead (FSA) program was expanded and revamped using funding available through the Expanded Learning Opportunity Program (ELO-P) grant. Through the use of supplemental funds and ELO-P grant funding, staffing was added to the Full-STEAM Ahead (FSA) program, including the staffing of an Expanded Learning Support Specialist (ELSS) and additional hours for Activity Leaders intended to support planning, collaboration and cross-grade coherence. The programs daily schedule and routines was revamped, particularly in grades TK-3. The aims of the program continue to be the integration of areas of study through demonstrations of learning. This school year, FSA has been able to also extend learning opportunities outside of the classroom, having participated in several field trips for various cohorts.
Finally, Mesa Union continues to make major strides in effective use of technology to drive learning and instruction. In terms of hardware and infrastructure, Mesa Union has completely overhauled the district network and internet access through an existing partnership with Ventura County Office of Education. In terms of software, Mesa Union has been carefully analyzing learning platform usage and associated costs. In 2025-2026, Mesa Union undertook two learning platform pilot programs: IXL (mathematics) and newsela (English-Language Arts/Writing). Mesa Union will move ahead with implementation of both learning platforms in 2026-2027.

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

The 2025-2026 school year is the second of a three-year plan, Mesa Union will continue with this goal and planned actions. There are many actions in the early phases of implementation, which means that sufficient time has not been given to deeply understand whether the actions can be effective. Mesa Union will continue to focus on early childhood learning in grades TK-2 as it has become an incredibly important foundation to present and future learning for students, particularly in the development of literacy. Through the careful planning of core instruction and learning supports. In 2025-2026, there will be continued intentional planning and collaboration to determine the appropriate use of supplemental instructional materials (Sonday Learning System) with district-adopted English-Language Arts and mathematics curricula. Mesa Union will also continue to focus on expanded learning programs, including after-school programs. In order to further develop programs and services aligned to this goal and actions, Mesa Union will used blended funding, including Expanded Learning Opportunities Program and one-time funding. Mesa Union will also expand summer learning using a blended funding model including Attendance Recovery, Expanded Learning Opportunity Program (ELO-P) grant funding and one-time state funding. The result will be an expansion of hours and increased staffing to assist students receive more on-target learning support during the summer learning period.
As of the writing of the latest version of the LCAP, CAASPP results for 2025-2026 were not available. With the results for 2024-2025 school year available, there is a need to reset the desired outcome for 2025-2026 to the following: 60% of students will meet/exceed standard according to CAASPP ELA and 50% of students will meet/exceed standard according to CAASPP Math.

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	Access to Core Instructional Program	1.1a Provide California State Standards aligned instructional materials for all students. 1.1b For the 2026-2027 school year establish appropriate adoption committees and consider the adoption of Mathematics, Next Generation Science Standards (NGSS) aligned instructional materials for the 2024-2025 and 2025-2026 school years, contingent upon selection of available materials.	$96,101.00	No
1.2	Enrichment	1.2a Provide access to the Visual and Performing Arts (VAPA) through programs such as Music, Drama, and Art for students in grades TK-8.	$178,011.00	Yes

Action #	Title	Description	Total Funds	Contributing
		1.2b Provide access to electives, such as introduction to Coding, Oceanography, Robotics, and for students in grades 6-8.		
1.3	Expanded Learning Opportunities	1.3a For this 2023 Dashboard lowest performance required action Mesa will provide district-wide learning support programming for students not yet meeting grade-level standards, including students with disabilities, Migrant, Low-income, and English Learners in grades 2-8.	$290,947.00	Yes
1.4	Multi Tiered Systems of Support (LTE	1.4a For this 2023 Dashboard lowest performance required action Mesa will maintain consistent plan for professional learning, training and collaboration among staff focused on providing a model of Multi-Tiered Systems of Support (MTSS) that provides learning support, on grade level, or learning extensions during and outside the school day that address the academic, social emotional, and behavioral needs of the districts students. (Including FY, LI, EL, LTEL, SWD) 1.4b Evaluate systems of supports to include site based academic, social-emotional or behavioral practices and/or activities to determine which should be continued/discontinued, modified and/or replicated. This serves all students and foster youth students as they enroll. (Including FY, LI, EL, LTEL, SWD) 1.4c Provide curriculum, instructional supplies, technology, and supplemental software that assist the delivery of systemic tiered academic, social emotional and behavioral supports. (Including FY, LI, EL, LTEL, SWD) 1.4d Hire Learning Support Team, including Learning Support Specialist and hourly teachers. (Including FY, LI, EL, LTEL, SWD)	$409,517.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.5	GATE	1.5a Maintain a GATE instructional model that increases access to appropriately differentiated rigorous instructional throughout the instructional day.	$500.00	No
1.6	Technology	1.6a Maintain a District Technology Plan that provides equitable student access to technology to include robust internet connectivity, and standardizes an online state testing environment. 1.6b Provide adequate human resources to support technology integration, professional development, and technical support. 1.6c. Provide a 1 to 1 student computing model in grades 2-8, while creating technology access to TK-1 to support small group instruction and/or center-based instruction.	$162,870.00	No
1.7	English Language Development	1.7a. Provide curriculum, materials and resources to support the delivery of designated and integrated English language development. 1.7b Monitoring the progress of re-designated fluent English proficient (RFEP) students to assure their continue academic growth. 1.7c. Provide funding for an English Language Development Coordinator to assist in state and local assessments administration, monitor student progress and support the transition of RFEP students both at Mesa Union School District and support the transition to highschool.	$9,837.00	Yes
1.8	STEM	1.8a Expand Science, Technology, Engineering, and Mathematics (STEM) opportunities including access to Next Generation Science Standards and computer literacy skills.	$1,635.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.9	Extended School Year	1.9a Provide a three-week of summer programming for students with disabilities, academically struggling, migrant, socioeconomically disadvantaged, and English language learners.in grades TK-8.	$50,520.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Maintain a collaborative culture of meaningful partnerships that support student learning.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

As a broad goal addressing State Priorities 3, 5, and 6, Mesa Union School District not only recognizes the importance of increasing the knowledge of its school community partners of the District's Local Control Accountability Plan goals, actions and services but also the strong correlation between Increase parent participation and community partnership in developing and support school programs that support increased academic achievement, access to college and career learning opportunities and the overall social emotional wellness of its students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Survey Results and Participation-Families/Parents	2023-24 Youth Truth Survey: According to Parent/Family Feedback "Communication & Feedback" 79% Provision of "Resources" 82% "School Safety" 56%	2024-25 Youth Truth Survey: According to Parent/Family Feedback "Communication & Feedback" 82% Provision of "Resources" 80%	2025-26 Youth Truth Survey: According to Parent/Family Feedback "Communication & Feedback" 84% Provision of "Resources" 87%	2026-27 Youth Truth Survey: According to Parent/Family Feedback "Communication & Feedback" 85% Provision of "Resources" 90%	Youth Truth Survey: The following are differences from baseline on school climate for Parents/Families as measured by annual YouthTruth Survey administration results:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			"School Safety" 69%	"School Safety" 74%	"School Safety" 80%	According to Parent/Family Feedback Increase of 6% in Communication & Feedback Increase of 8% in Provision of Resources Increase of 24% from baseline in School Safety
2.2	Partnerships and Input-Families/Parents/Staff/Students (Grades 5-8)	2023-24 Youth Truth Survey results: According to Parent/Family Feedback: "School Culture" 87% "Engagement" 71% "Feedback" 79% "Relationships" 91% According to Student Feedback (Grades 5-8): * YouthTruth Survey age spans modified from prior year; formerly grades 6-8	2024-25 Youth Truth Survey results: According to Parent/Family Feedback: "School Culture" 90% "Engagement" 72% "Feedback" 82% "Relationships" 92% According to Student Feedback (Grades 6-8):	2025-26 Youth Truth Survey results: According to Parent/Family Feedback: "School Culture" 87% "Engagement" 75% "Feedback" 84% "Relationships" 91% According to Student Feedback (Grades 6-8):	2026-27 Youth Truth Survey results: According to Parent/Family Feedback: "School Culture" 93% "Engagement" 78% "Feedback" 85% "Relationships" 95% According to Student Feedback (Grades 6-8):	Youth Truth Survey: The following are differences from baseline on school climate for Parents/Families as measured by annual YouthTruth Survey administration results: According to Parent/Family Feedback Increase of 6% in School Culture

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		"School Culture" 31% "Student Engagement" 57% "Relationships" 56% "Academic Challenge" 71% "Belonging" 56% According to Staff Feedback: "School Culture" 76% "Student Engagement" 70% "Relationships" 95%	"School Culture" 45% "Student Engagement" 61% "Relationships" 65% "Academic Challenge" 73% "Belonging" 56% According to Staff Feedback: "School Culture" 76% "Student Engagement" 83% "Relationships" 91%	"School Culture" 45% "Student Engagement" 55% "Relationships" 66% "Academic Challenge" 76% "Belonging" 65% According to Staff Feedback: "School Culture" 84% "Engagement" 93% "Relationships" 93%	"School Culture" 50% "Student Engagement" 60% "Relationships" 70% "Academic Challenge" 80% "Belonging" 65% According to Staff Feedback: "School Culture" 85% "Engagement" 95% "Relationships" 95%	Increase of 7% in Engagement Increase of 6% in Feedback Increase of 4% in Relationships The following are differences from baseline on school climate for Students in Grades 5-8 as measured by annual YouthTruth Survey administration results: * YouthTruth Survey age spans modified from prior year; formerly grades 6-8 Increase of 19% in School Culture Increase of 3% in Student Engagement Decrease of 14% in Relationships

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Increase of 9% in Academic Challenge Increase of 11% in Belonging The following are differences from baseline on school climate for Staff as measured by annual YouthTruth Survey administration results: Increase of 9% in School Culture Increase of 25% in Student Engagement No change in Relationships

Goal Analysis [2025-26]

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

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

There continue to be no substantive differences between planned actions and implementation of actions In Mesa Union's LCAP Goal 2. Mesa Union continued to staff a Bilingual Family Liaison in 2025-2026 and will continue to do so into 2026-2027. Mesa Union also engaged in
partnerships articulated in the plan.

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

There were no material or significant differences between the Budgeted Expenditures and Estimated Actual Expenditures for actions associated with Goal 2.

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

Mesa Union's second LCAP goal continues to center on maintaining and developing meaningful partnerships with internal and external partners. In order to do so, there were several strategies employed by the District. First, Mesa Union continued to support the staffing of a Bilingual Family Liaison.This position was critical to providing language access (interpretation/translation) to parents and families at online/in-person events and through written communication (Action 2.4). This position also allowed for committees and family groups to provide outreach and access to more Mesa parents and families. Language access services were also supported by other frontline staff. Mesa Union increased ways of outreaching to parents and families over the course of the school year. Mesa Union continued to use methods of communication via ParentSquare, Mesa Matters and various social media platforms to provide updates to families and community about school life, events and accomplishments.

Another important strategy for maintaining partnerships with parents and families was the ongoing support of and collaboration with Mesa Union's Parent Faculty Organization (PFO) group. PFO was able to coordinate a greater number of community-wide events for students, parents/families and community (Action 2.1). A third action that led to significant parent/family engagement was the District's support of partner's fulfilling the District's updated Volunteer Policy. The District was able to fully employ its volunteer program, which resulted in well over 50 regular school volunteers. Volunteers included program leaders, athletic coaches, event/activity volunteers and classroom volunteers. Each provided a different level of support to students and staff, but all greatly assisted in ensuring that students benefited from activities, athletics and programs (Action 2.1).

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.

While the 2025-2026 school year was the second of a three year plan, Mesa Union will continue with this goal and planned actions. The foundation established during the the prior two school years (2022-2023 and 2023-2024) are subsequent to the COVID pandemic. As such, impact and influence of the pandemic to student learning, social-emotional wellbeing and school climate are still being fully understood. Furthermore, there are many actions in the first or second year of implementation, which means that sufficient time has not been given to deeply understand whether the actions can be effective or not. A major priority for LCAP year 2, will intently focus on outreach on parents/families of the identified, targeted groups (low-income, English Learner/Emergent Multilingual, Special Education and Homeless/Foster Youth). This will include renewed focus on Mesa Union's DELAC and other community committees to provide input on district goals and programs. Metric used to measure partnerships and 2025-26 Local Control and Accountability Plan for Mesa Union School District input expanded from baseline to include more disaggregated information pertaining to each partner group (student, parent/family and staff). Updated metric will also allow for more focused measure of actions within goal 2.

Lastly, after continued analysis, Mesa Union will continue to extend outreach to local community and broader community partners who may be able to bring resources and opportunities to students and families. These include partnerships with local/regional universities, colleges, non-profit organizations and community-based agencies. In 2025-2026, Mesa Union partnered with various community-based organizations, including Ventura College, Oxnard College, local universities (UCSB, Cal State Channel Islands) and various departments/programs at the Ventura County Office of Education (VCOE). Of particular note was the Tobacco Usage Prevention Education and Substance Use Services. These efforts were part of an overall College and Career initiative for middle school (Grades 6-8) to promote college, career and workforce efforts into high school and adulthood.

The metrics for Goal 2 will continue to disaggregate school climate (YouthTruth) data according to student grade spans, grades 5-8 and 6-8, and community partners, families and staff. Mesa Union will also continue to utilize smaller survey administrations aligned to YouthTruth during the school year to gather information about student and staff experiences.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Parent and Community Engagement	2.1a Create opportunities for parents and other community-based organizations to support student learning. 2.1b Expand District educational partners' participation on the Parent and English Learner Advisory Councils. 2.1c Increase communication with all educational partners to create a culture of inclusion, respect and integrity. 2.1d Provide parent/community based workshops that promote college and career readiness, family engagement, social-emotional learning, personal growth, etc., as determined by the administration of parent/family surveys and questionnaires. 2.1e Maintain Volunteer Program (background checks, tuberculosis testing, and training) inclusive of parents and community members who regularly volunteer in the classroom, athletic program, school site or District. 2.1f Employ and support a part--time Bilingual Family Liaison, as well as supporting Foster Youth parents as students enroll.	$32,584.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.2	Parent and Community Partnerships	2.2a Increase partnerships annually with parents and other community based organizations to support student learning through participating in the Parent Faculty Organization (PFO), as well as donating fiscal resources, expertise or volunteering. 2.2b Establish a volunteer program which partners with the Parent Faculty Organization to identify volunteering opportunities, providing training, and soliciting volunteers in advance of school activities, after-school programming, and/or athletics. 2.2c Publicly recognize parents and members of the school community for their donation of resources, time, and expertise through the presentation of Mesa Moments Awards, as well as various media outlets. 2.2d Establish a volunteer resource room.	$250.00	No
2.3	Local Business and Higher Education Partnerships	2.3a Increase partnerships with education organizations, the Ventura County Office of Education, institutions of higher learning and local businesses/non-profits. 2.3b Publicly recognize educational organizations, Ventura County Office of Education, institutions of higher learning and local businesses through various media and events. 2.3c Outreach to preschool and recreational organizations. 2.3d Develop partnerships with youth service providers such as First Five, Boys and Girls Club, Lego Robotics League, and youth sports leagues. 2.3c Provide recreational and facility access to community programs.	$250.00	No

Action #	Title	Description	Total Funds	Contributing
2.4	Communication	2.4a Maintain and update District channels for communication and information, including the District and school site website, ParentSquare, and social media outlets.	$6,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Create a welcoming and safe learning environment that is responsive to the social emotional development of all students and increases connectedness among students and families.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The District annual administers a Local Control Accountability Plan and Youth Truth Surveys to collect information regarding the District and its school(s) overall climate and student, parent, and community connectedness. Educational partner results continue to indicate the importance of outstanding customer service, the need to continually improve organizational communication process and quality, the expectation of provide physical and social emotional healthy and productive school environments, and the need to improve connectedness between students, parents and the district and school(s). This broad goal addresses State Priorities 1, 3, 5, 6. This broad goal was developed in alignment to the aforementioned State Priorities in order to arrive at complimentary actions focused on school climate for all Mesa Union students and educational partners, namely parents and family members.

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 and Chronic Absenteeism	2023-24 QSIS/Local Data Attendance Rate 96.5% Chronic Absenteeism Rate 6.7%	2024-25 QSIS/Local Data Attendance Rate 96.5% Chronic Absenteeism Rate 6.7%	2025-26 QSIS/Local Data/Attendance Rate/Chronic Absenteeism Rate will be calculated at the conclusion of the school year.	2026-27 QSIS/Local Data Attendance Rate 96.5% Chronic Absenteeism Rate 6.7%	Q SIS/Local Data Student performance remained constant and unchanged in attendance rates and chronic absenteeism from baseline year as

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						measured by Q SIS and local data.
3.2	Suspension	2022-23 Dashboard Suspension Rate 4.9%	2023-24 Dashboard Suspension Rate 4.9%	2024-25 Dashboard Suspension Rate 0.5%	2025-26 Dashboard Suspension Rate 2%	California School Dashboard Student performance on suspension rate declined by 2.9% from baseline year as measured by the California Dashboard.
3.3	Expulsion Rates	2022-23 Dashboard Expulsion Rate 0%	2023-24 Dashboard Expulsion Rate 0%	2024-25 Dashboard Expulsion Rate 0%	2025-26 Dashboard Expulsion Rate 0%	California School Dashboard Student performance remained constant and unchanged in expulsion rate from baseline year as measured by the California Dashboard.
3.4	YouthTruth Survey	2023-24 YouthTruth Survey School Culture Rate 38%	2024-25 YouthTruth Survey School Culture Rate 38%	2025-26 YouthTruth Survey School Culture Rate 45%	2026-27 YouthTruth Survey School Culture Rate 38%	YouthTruth Survey Student performance increased by 7% in School Culture from baseline year as measured by the YouthTruth Survey student results.
3.5	Facilities in Good Repair	2023-24 FIT	2024-25 FIT	2025-26 FIT	2026-27 FIT	FIT

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Maintain a Good Repair Rating	Maintain a Good Repair Rating	Maintain a Good Repair Rating	Maintain a Good Repair Rating	Performance remained constant and unchanged in FIT from baseline year as measured by the YouthTruth Survey. Mesa Union continued to remain in the "Good Repair" status.
3.6	Williams Act – sufficient access to instructional materials	2023-24 Local Instructional Materials review Provide 100% of its students access to instructional materials	2024-25 Local Instructional Materials review Provide 100% of its students access to instructional materials	2025-26 Local Instructional Materials review Provide 100% of its students access to instructional materials	2026-27 Local Instructional Materials review Provide 100% of its students access to instructional materials	Local Instructional Materials Performance remained constant and unchanged in local instructional materials from baseline year. Mesa Union continued to provide students to access to instructional materials.
3.7	Middle School Dropout Rate	2023-24 No Dropout, 0% rate (Q SIS)	2024-25 No Dropout, 0% rate (Q SIS)	2025-26 No Dropout, 0% rate (Q SIS)	2026-27 No Dropout, 0% rate (Q SIS)	Dropout Performance remained constant and unchanged in dropout rate from baseline year. Mesa Union continued to have no dropouts registered as measured by Q SIS.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.8	High School Drop out, High School Graduation, CSU/UC percent, CTE course completion, A-G, AP, and EAP	N/A	N/A	N/A	N/A	

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.

Planned actions and implementation during the 2026-2027 school year went according to plans. Planned actions and services specifically pertaining to Action 3.3 Social Emotional Services, continued to be incredibly beneficial to Mesa Union students, families and staff. Mesa Union maintained services dedicated to school-based counseling and support as Mesa Union expanded its counseling capacity by hiring an additional 0.40 FTE School Counselor. Services entailed two full-days per week of support from a trained counselor qualified to provide school-based counseling support. Mesa Union also partnered with a Mupu School District for the hiring of a full-time School Psychologist. School Psychologist worked four (4) days weekly for a .80FTE position. In addition, Mesa Union hired its own full-time School Counselor with a Pupil Personnel Services credential. Services were intended to support students (general education and special education) in individualized and group counseling. Additionally, the partnership began to focus on a consultative model of support toward classroom-based teachers and staff, particularly in grades TK-3. The mental health team provided services to 42 students on an individual and/or group basis in grades TK-8. The team facilitated 13 student groups with a range of goals and areas of focus. The mental health team also conducted 10 risk assessments.

The following describes any substantive and/or material differences in planned actions and actual implementation of these actions in the areas of:

Goal 3.3 Social-emotional Services
After continued analysis, Mesa Union continued to expand its MTSS implementation through the onboarding of personnel and services for behavioral and academic support. Mesa Union expanded staffing hours and personnel for school-based counseling and mental health support, including a partnership with Mupu School District which led to hiring of a School Counselor (.40 FTE) and School Psychologist. (.80FTE). The Mental Health and Counseling Team greatly improved services for Students with Special Needs and low-income students. Mesa Union also continued to staff a School Counselor who provided mental health, counseling and academic support for middle school students in order to prepare for transition to high school and increase College and Career Pathways.

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.

The following explains the significant material differences between Budgeted Expenditures and Estimated Actual Expenditures:

Goal 3.3 Social-emotional Services
The budgeted Expenditure amount was $197,444, and the estimated Actual Expenditure was $210,174. The reason for the difference was an expansion of its MTSS implementation through the onboarding of personnel and services for behavioral and academic support. Mesa Union expanded staffing hours and personnel for school-based counseling and mental health support, including a partnership with Mupu School District, which led to hiring a School Counselor (.40 Full-Time Equivalent) and School Psychologist (.80 Full-Time Equivalent). The Mental Health Team and Counseling Team greatly improved services for Students with Special Needs and low-income students. Mesa Union also continues to allocate resources in a School Counselor (1.0 FTE) who provided mental health, counseling and academic support for middle school students in order to prepare for a transition to high school and increase College and Career Pathways.

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

Mesa Union successfully implemented its planned actions for the 2025-2026 school year, utilizing one-time California State funding to augment and increase learning supports for all students, with particular emphasis on students with special needs and students achieving below grade level. The district demonstrated strong commitment to its strategic goals, with actual implementation exceeding planned budgets across multiple goal areas, indicating robust program expansion and enhanced service delivery.
Mesa Union's third LCAP goal centers around school climate, healthy relationships, and overall safety. The district focused significant resources on mental health for students, recognizing this as an ongoing need. The need for mental health and emotional support continued to exceed initial projections, requiring expanded services and personnel to meet student demand.

Mesa Union continued to utilize supplemental funding to sustain mental health and wellness staff and to provide professional development on positive relationships and common routines. Mesa's School Counselor partnered with grade level PLCs/Teams to successfully implement Second Step as a social-emotional curriculum across grades K-8 and directly teach an augmented curriculum around school bullying and positive peer relationships. Overall, the Mental Health and Wellness Team provided services to 58 students on an individual and/or group basis in grades TK-8. The team facilitated 12 student groups with a range of goals and areas of focus. The Mental Health Team also conducted 20 risk assessments. In particular, this became an ongoing series of workshops with classified staff (paraprofessionals/campus supervisors) in partnership with Ventura County Office of Education (Action 3.1). Mesa Union continued to support student activities through Elementary and Middle School ASB, including special events and themed days for student spirit (Action 3.2).

The district also continued the use of YouthTruth as a feedback tool to gather important perception data from district partners. In an effort to gather additional information and data from students, Mesa administration sustained the convening of a middle school focus group from January through June to review the results of the YouthTruth survey and discussion specific action steps to promote a better, more supportive culture. There were also great opportunities for members of the Middle School Focus Group to discuss their observations and takeaways directly with Certificated Staff during Staff Meetings on early-release Wednesdays.

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.

As with the first two LCAP goals, Mesa Union will continue with Goal 3 into 2026-2027 with a focus on building upon the foundation established in the prior two school years. The partnership with Mupu School District will continue to include additional hours of mental health and counseling support. Toital for social-emotional support providers will increase during the 2026-2027 school year through the ongoing staffing of a 1.0 FTE School Counselor and a .40 School Counselor position. School Psychologist position will continue at similar services with an average of four (4) days weekly. Mesa Union will continue to staff a School Counselor for the 2026-2027 school year. The focus will continue to be developing a well-rounded counseling program with an emphasis on social-emotional programming and academic pathways to high school and post-high school college and career. Mesa Union will continue to pursue ways of seeking feedback and input from students, including continuation of focus groups and YouthTruth survey. In addition, for the following Metric in Goal 3, additional language has been added to provide clarification and ensure consistency in the standard of measurement: Middle School Dropout Rate – In the Desired Outcome for 2026-2027, “No Dropout, 0% rate” has been added Mesa has shifted from using the LCAP Satisfaction Survey metric to utilizing the YouthTruth Climate Survey as the reporting is more robust, actionable and relevant to the Mesa community and staff.

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	School Climate	3.1a Continue to implement and evaluate the effectiveness of the the District's mental health and wellbeing program, as well as the implementation of the Menu of Supports (academic, social emotional, and behavior supports). 3.1b Continue to support districtwide implementation of the CHAMPS Behavior Management Model and restorative practices.	$5,000.00	No
3.2	Extra-curricular Activities	3.2a The District will promote and support Mesa Union School’s development of school pride and spirit activities (i.e., Associated Student Body, clubs, extracurricular)	$35,252.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.3	Social Emotional Services	3.3a Develop a partnership with the Ventura County Office of Education and other support agencies to provide social emotional services to students.	$217,305.00	Yes
3.4	Other Health Services	3.4a Hire classified staff to support students with their health needs while on the school campus.	$103,358.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Foster a culture of professional growth and learning that is centered on student needs.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Mesa Union is committed to filling all positions with highly qualified classified and certificated personnel, provide well maintained and clean school learning environments, and improve district-wide customer service and organizational communication. This broad goal addresses State Priorities 1, 2, 5, 6.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Qualifications outlined in corresponding job descriptions	2023-24 Local/CTC credential/certification monitor Maintain 100% of classified and certificated personnel will meet qualifications outlined in corresponding job descriptions.	2024-25 Local/CTC credential/certification monitor Maintain 100% of classified and certificated personnel will meet qualifications outlined in corresponding job descriptions.	2025-26 Local/CTC credential/certification monitoring will be completed at the conclusion of the school year.	2026-27 Local/CTC credential/ certification monitor Maintain 100% of classified and certificated personnel will meet qualifications outlined in corresponding job descriptions.	Local/CTC credential/certification monitor Performance remained constant and unchanged in classified and certificated personnel credentialing from baseline year as measured by information provided by California Teacher

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Credentialing Commission.
4.2	Annual School Climate and Culture Survey	2023-24 YouthTruth Survey Maintain a high-rate of educational partner support for the following categories: According to Staff Feedback: "School Culture" 76% "Student Engagement" 70% "Relationships" 95%	2024-25 YouthTruth Survey Maintain a high-rate of educational partner support for the following categories: According to Staff Feedback: "School Culture" 76% "Student Engagement" 83% "Relationships" 91%	2025-26 Youth Truth Survey results: According to Staff Feedback: "School Culture" 84% "Engagement" 93% "Relationships" 93%	2026-27 YouthTruth Survey Maintain a high-rate of educational partner support for the following categories: According to Staff Feedback: "School Culture" 85% "Student Engagement" 75% "Relationships" 95%	Youth Truth Survey: The following are differences from baseline on school climate for educational partners as measured by annual YouthTruth Survey administration results: According to Staff Feedback Increase of 8% in School Culture Increase of 13% in Student Engagement Decrease of 2% in Relationships
4.3	Implementation of all CA state standards, including how ELs will access the CCSS and ELD standards	2023-24 CA Dashboard - Met Classroom materials aligned to CA state standards:	2024-25 CA Dashboard - Met Classroom materials aligned	2025-26 CA Dashboard will be completed in Winter 2026.	2026-27 CA Dashboard - Met Classroom materials aligned	California Dashboard Performance from baseline year was "Met" as measured

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		ELA/ELD/Math rated at 5 NGSS rated at 3 Social Science rated at 4	to CA state standards: ELA/ELD/Math rated at 5 NGSS rated at 3 Social Science rated at 4		to CA state standards: ELA/ELD/Math rated at 5 NGSS rated at 5 Social Science rated at 5	by the California School Dashboard.
4.4	Teachers: Fully Credentialed & Appropriately Assigned	2023-24 CA Dashboard - Met 0 missing Teacher missing assignments	2024-25 CA Dashboard - Met 0 missing Teacher missing assignments	2025-26 CA Dashboard will be completed in Winter 2026.	2026-27 CA Dashboard - Met 0 missing Teacher missing assignments	California Dashboard Performance remained constant and unchanged from baseline year as measured by the California School Dashboard. Mesa Union continues to report no teacher credential misassignments.

Goal Analysis [2025-26]

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

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

There are substantive differences between planned actions and actual implementation for the school year. The largest discrepancy in planned actions and services pertains to Goal/Action 4.1 pertaining to professional development for certificated staff. Mesa Union has continued to utilize one-time funding to contribute to professional learning experiences for certificated and classified staff, which resulted in a positive balance in supplemental funds. Planned expenditures were higher than the estimated actual expenditures by the end of the fiscal year. The major expenditures pertaining to professional development consisted of Illustrative Mathematics second year implementation and schoolwide implementation (Grades TK-8) of AVID (Advancement Via Individual Determination). There was an expansion of professional learning services and opportunities which led to substantive differences in this goal and action. Certificated personnel in Grades TK-2 participated in AVID Summer Institutes (Summer 2025) to launch the implementation. Over the course of the school year, collaboration took place through planned professional learning days (3 full-day release) and early-release Wednesdays.

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.

Mesa Union's LCAP Goal 4 does have substantive differences between planned actions and implementation of actions in Goal/Action 4.1 as the district utilized one-time funding (state and federal) to contribute to professional learning experiences for certificated and classified staff. The following explains the significant material differences between Budgeted Expenditures and Estimated Actual Expenditures:

Goal 4.1 Certificated Professional Development
The budgeted Expenditure amount was $38,599 and the estimated Actual Expenditure was $19,625. While the discrepancy suggests lower services, professional learning partnerships and opportunities increased for certificated staff in 2025-2026. Specifically, Mesa Union continued a multi-year partnership with AVID (Advancing Via Individual Determination) under a Small School District partnership. Mesa Union expanded professional learning through the implementation of AVID (Advancement Via Individual Determination) in grades TK-2. Certificated personnel participated in AVID Summer Institutes, as well as collaboration throughout the school year.

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

Learning Progressions (Actions 4.1, 4.3)
Mesa Union's fourth LCAP goal centers around professional growth and development as well as developing student-centered learning experiences for all students (Actions 4.1, 4.3). In collaboration with staff, the district developed grade-level instructional focus areas that were implemented throughout the school year. PLCs in grades TK-5 utilized learning progressions across content areas, with specific emphasis on ELA and Math. These learning progression documents:

- Provided clarity about learning expectations across the school year
- Identified future areas for professional learning and development

AVID Implementation (Action 4.3)
Mesa Union partnered with AVID (Advancement Via Individual Determination) for grades TK-8. Initial implementation in grades TK-2 began with staff participation in AVID's Summer Institute. This partnership directly supports the district's Framework for the Future and Learner Profile, which define the competencies Mesa students will demonstrate by 8th grade promotion. The Framework has:

- Shaped the development of the LCAP
- Provided direction for professional learning focus areas
- Guided the design of student learning experiences

Teacher Induction Support (Action 4.5)
Mesa Union continued supporting teachers seeking to clear teaching credentials through active mentorship in partnership with Ventura County Office of Education's Induction Program. During the 2025-2026 school year, one (1) teacher participated in professional credentials through the partnership with the Ventura County Office of Education.

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

The following is a description of the planned changes Goal 4 and associated actions based on results and reflections on prior practice:

Framework for the Future Implementation
The District will continue using the Mesa Union Framework for the Future and Learner Profile to guide professional learning for all staff. The focus will be on shifting classroom practices to align with the Framework's four pillars. Additionally, Mesa Union will support classified staff growth through job-embedded and job-specific training opportunities, including partnerships with external providers.

AVID Expansion
Mesa Union will expand AVID (Advancement Via Individual Determination) implementation in 2026-2027 to focus on student-centered literacy and writing practices. Now at schoolwide implementation of AVID in grades TK-8, Mesa will focus on key areas intended to drive literacy and communication. Mesa will also look to expand those areas of focus to After School Programs and Early Childhood Education in 2026-2027. Specific to Grades TK-2, there is a planned expansion of decodable readers which will allow students and families to receive targeted literacy instruction. Full TK-8 implementation to provide continuity in learning routines and foster a student-centered approach.

Mathematics Program Implementation
Mesa Union is expected to be in Year 3 of a multi-year implementation of Illustrative Mathematics for grades K-5. The implementation will continue through 2026-2027. (Illustrative Mathematics has been implemented in middle school for over 5 years.) Professional learning will focus on:

- Mathematics routines that foster critical thinking
- Deep understanding of mathematical reasoning
- Mathematical fluency

Teacher Induction Support
Mesa Union will continue supporting teachers seeking to clear credentials through active mentorship in partnership with Ventura County Office of Education's Induction Program. In 2026-2027, three (3) teachers are expected to participate in the program.

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
4.1	Certificated Professional Development	4.1a. Provide ongoing professional development and activities for site administration, certificated and classified staff that supports the delivery of state standard based instruction in all content areas in support of Mesa Union's Framework for the Future and Learner Profile. This will include full	$26,500.00	No

Action #	Title	Description	Total Funds	Contributing
		transition to AVID (Advancement Via Individual Determination) in grades TK-8. 4.1b Provide ongoing professional learning and development, learning communities, and instructional rounds that assists in the implementation of the District's Multi-Tiered System of Support model to include differentiation, GATE Certification, English language development, PBIS/CHAMPS, Restorative Justice and other academic, social emotional, and behavioral intervention researched-based practices. 4.1c Provide ongoing English language development professional development to include coaching on California's English language development standards, curriculum, assessment tools, and instructional best practices. 4.1d Provide comprehensive management professional development that includes learning, networking and coaching opportunities.		
4.2	Early Release Schedule	4.2 Maintain an early release schedule to allow for ongoing professional development and collaboration.	$0.00	No
4.3	Classified Professional Development	4.3a Provide comprehensive classified professional development that includes district-wide, and on--site demonstrations.	$650.00	No
4.4	Employee Retention	4.4a Attract exemplary employees through the promotion of the District to prospective candidates. 4.54b Develop relationships with universities/colleges, non-profit and professional organizations. 4.4c Provide relocation materials to potential candidates.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		4.4d Evaluate and adjust hiring practices as needed. 4.4e Administer satisfaction and exit interviews to improve District employee retention rates.		
4.5	Beginning Teachers	4.5a. Provide a comprehensive certificated professional development plan that includes district-wide, on- -site and virtual learning opportunities accompanied by ongoing coaching. 4.5b. Provide ongoing new teacher support through Teacher Induction. 4.5c Provide ongoing teacher support through EDSP. 4.5d Provide a one--day training program for new certificated personnel.	$6,121.00	No

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
$575,964	$0

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
8.427%	0.000%	$0.00	8.427%

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:** Enrichment **Need:** The master schedule in elementary and secondary were receiving additional support, this actions allows the SWD, EL, FY, and LI are able to also access these additional courses/electives	Based on staff experience and input this allows Mesa to provide core classes, academic support, and electives to all students including EL, FY, and LI. All students benefit from the enrichment program as Mesa Union conducts a fully integrated program for the student groups identified. Enrichment services are provided LEA-wide given staffing ratios and availability.	ELPAC, CAASPP -ELA (SWD), and Reclassification

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
1.3	**Action:** Expanded Learning Opportunities **Need:** Local and state assessment results from grades 2-8 indicate students are not at grade level in the domains of English-Language Arts (ELA) and mathematics. Students will requires additional "time on task" and learning support beyond the school day. These actions allow staff to work personalize learning for SWD, EL and LI throughout the school day. **Scope:** LEA-wide	Students who require expanded learning opportunities by way of after-school programming and learning support have their day extended in order to ensure access to core and extra learning opportunities. Expanded Learning Opportunities are provided LEA-wide given staffing ratios and availability.	CAASPP- ELA (SWD), CAASPP- ELA and Math
1.4	**Action:** Multi Tiered Systems of Support (LTE **Need:** Local and state assessment results from grades TK-8 indicate students in need of additional learning support and learning extensions/acceleration. During the instructional day, special schedules have been developed in elementary and secondary grade spans to accommodate and meet learners at their present levels. These actions allow staff to work personalize learning for SWD, EL and LI throughout the school day. **Scope:**	Students who require earning support and acceleration have their day extended in order to ensure access to core learning and balance extra learning opportunities. In grades TK-2, there is a dedicated literacy block every morning where certificated teachers and paraprofessionals push into class to provide small group instruction to SWD, EL and LI students. In middle school, Mesa Union has developed a hybrid schedule (combination single-period and block schedule) which allows for "period 7-MTSS" to take place. It is during this time that specific student groups can receive specialized instruction.	CAASPP- ELA (SWD), CAASPP- ELA and Math, Local Assessments- STAR Reading and Math

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
1.7	**Action:** English Language Development **Need:** ELPAC results from grades TK-8 indicate students in need of English Language Development (ELD). During the instructional day, special schedules have been developed in elementary and secondary grade spans to accommodate English Language Development for students who have yet to reclassify. These actions allow staff to work personalize learning for EL students. **Scope:** LEA-wide	Students who require learning support and acceleration have their day extended in order to ensure access to core learning and balance extra learning opportunities. In grades TK-2, there is a dedicated literacy block every morning where certificated teachers and paraprofessionals push into class to provide small group instruction to SWD, EL and LI students. In middle school, Mesa Union has developed a hybrid schedule (combination single-period and block schedule) which allows for "period 7-MTSS" to take place. It is during this time that specific student groups can receive specialized instruction.	ELPAC, STAR- Reading and Math
1.8	**Action:** STEM **Need:** Local and state assessment results from grades TK-8 indicate students in need of additional learning extensions/acceleration. STEAM activities are brought together through Full-STEAM Ahead (after-school program) These actions allow staff to work personalize learning for SWD, EL and LI throughout the school day. **Scope:** LEA-wide	Students who require expanded learning opportunities by way of after-school programming and learning support have their day extended in order to ensure access to core and extra learning opportunities. STEAM-centered activities allow students to engage in "hands-on" learning where they can put into effect the skills and competencies learned during the school day and as part of the Full-STEAM Ahead after-school program. Expanded Learning Opportunities are provided LEA-wide given staffing ratios and availability. SWD, EL and LI students. It is during this time that specific student groups can receive specialized instruction.	ELPAC, CAASPP- ELA (SWD), CAASPP- ELA and Math, STAR- Reading and Math

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
1.9	**Action:** Extended School Year **Need:** Local and state assessment results from grades K-8 indicate students are not at grade level in the domains of English-Language Arts (ELA) and mathematics. Students will requires additional "time on task" and learning support beyond the school day and school calendar. There is a need to extend the school year by offering additional hours of instruction during summer intersession. These actions allow staff to work extend learning for SWD, EL and LI throughout the school day. **Scope:** LEA-wide	Students who require expanded learning opportunities by way of extended school year require extended learning support in order to ensure access to core and extra learning opportunities. Extended school year at Mesa Union consists of a four (4) week session during summer, typically July, where cohorts of students are identified by staff and school administration based upon various academic data points. Expanded Learning Opportunities are provided LEA-wide given staffing ratios and availability. However, the focus is on the following student groups: SWD, EL and LI.	CAASPP- ELA (SWD), CAASPP- ELA and Math
2.1	**Action:** Parent and Community Engagement **Need:** Parent and family engagement is a definite need as there is a strong correlation between academic achievement and strong school-home connections. Specifically, the focus for engagement is on school attendance where last year Mesa Union averaged 95% attendance. In order to address chronic absenteeism and improve attendance, there is a need to focus on the following student groups: SWD, LI and EL. **Scope:**	Parent and community engagement continues to be an areas of focus for Mesa Union. A focal point of the Bilingual Family Liaison position is to communicate and form strong connections to support positive student attendance and engagement. The Family Liaison positions is also responsible for connecting families in need with external resources and programs. As such, while the action is LEA-wide given limited staffing, the focus is on the following student groups: SWD, EL and LI.	ELPAC, Student Attendance Rates

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
3.2	**Action:** Extra-curricular Activities **Need:** Based on an analysis of YouthTruth survey data, school connectedness elevated as an important need, particularly for the following student groups: SWD, LI and EL. There was also important feedback provided from the Middle School Focus Group which recommended there be an increase in clubs, events and activities for students to feel connected to school and staff. **Scope:** LEA-wide	Mesa Union continues to provide a well-rounded school program focused on the whole child. Extra-curricular activities such as clubs, athletics and events are critical for a well-rounded program to be sustained and for students to feel connected to school culture, which is why those programs must be maintained LEA-wide. However, the target groups continue to be following student groups: SWD, EL and LI based on analytical and anecdotal information provided through climate surveys (YouthTruth).	YouthTruth Climate Surveys, Stuident Attendance Rates
3.3	**Action:** Social Emotional Services **Need:** Based on the analysis of referral logs for school-based counseling, there is a need to focus on the following student groups: SWD, LI and EL. **Scope:** LEA-wide	Social-emotional services and supports are critical tor all students across TK-8 grade spans. Mesa Union has worked intently to coordinate school-based counseling and supports by establishing systems of support from the classroom to small group and individual counseling. While services are available across the LEA, the following student groups: SWD, EL and LI are a primary focus.	Student Attendance Rates, YouthTruth Climate Survey, Discipline Data (Suspension/Expulsion)
3.4	**Action:** Other Health Services **Need:**	Health services and supports are critical for all students across TK-8 grade spans. Mesa Union's Family Liaison is also a Health Technician who works closely with the district nurse. As such, the	Student Attendance Rates, YouthTruth Climate Survey, Discipline Data (Suspension/Expulsion)

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
	Based on the analysis of referral logs for nursing and health services, there is a need to focus on the following student groups: SWD, LI and EL. **Scope:** LEA-wide	roles are compliments to one another and often rely on referrals to external agencies/non-profits to assist students who may lack health coverage. While services in this action are available across the LEA, the following student groups: SWD, EL and LI are a primary focus.	

Limited Actions

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

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

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

N/A

Additional Concentration Grant Funding

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

Mesa Union School District does not receive concentration grant add-on funding.

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

2026-27 Total Planned Expenditures Table

LCAP Year	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	$6,834,991	575,964	8.427%	0.000%	8.427%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$806,039.00	$600,980.00	$0.00	$226,189.00	$1,633,208.00	$1,138,428.00	$494,780.00

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	Access to Core Instructional Program	All	No			All Schools	2024-25	$1,225.00	$94,876.00	$10,225.00	$85,876.00	$0.00	$0.00	$96,101.00	
1	1.2	Enrichment	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2022-2023	$137,834.00	$40,177.00	$80,248.00	$97,763.00	$0.00	$0.00	$178,011.00	
1	1.3	Expanded Learning Opportunities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2022-2023	$278,947.00	$12,000.00	$0.00	$290,947.00	$0.00	$0.00	$290,947.00	
1	1.4	Multi Tiered Systems of Support (LTE	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2022-2023	$397,517.00	$12,000.00	$272,561.00	$25,207.00	$0.00	$111,749.00	$409,517.00	
1	1.5	GATE	All	No			All Schools	2022-2023	$0.00	$500.00	$500.00	$0.00	$0.00	$0.00	$500.00	
1	1.6	Technology	All	No			All Schools	2022-2023	$0.00	$162,870.00	$162,870.00	$0.00	$0.00	$0.00	$162,870.00	
1	1.7	English Language Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2022-2023	$1,837.00	$8,000.00	$9,837.00	$0.00	$0.00	$0.00	$9,837.00	
1	1.8	STEM	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		2022-2023	$1,095.00	$540.00	$1,635.00	$0.00	$0.00	$0.00	$1,635.00	
1	1.9	Extended School Year	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2022-2023	$41,520.00	$9,000.00	$0.00	$50,520.00	$0.00	$0.00	$50,520.00	
2	2.1	Parent and Community Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2022-2023	$31,084.00	$1,500.00	$32,584.00	$0.00	$0.00	$0.00	$32,584.00	

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	2.2	Parent and Community Partnerships	All	No			All Schools	2022-2023	$0.00	$250.00	$250.00	$0.00	$0.00	$0.00	$250.00	
2	2.3	Local Business and Higher Education Partnerships	All	No			All Schools	2022-2023	$0.00	$250.00	$250.00	$0.00	$0.00	$0.00	$250.00	
2	2.4	Communication	All	No			All Schools	2022-2023	$0.00	$6,000.00	$6,000.00	$0.00	$0.00	$0.00	$6,000.00	
3	3.1	School Climate	All	No			All Schools	2022-2023	$0.00	$5,000.00	$5,000.00	$0.00	$0.00	$0.00	$5,000.00	
3	3.2	Extra-curricular Activities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		2021-22	$35,252.00	$0.00	$35,252.00	$0.00	$0.00	$0.00	$35,252.00	
3	3.3	Social Emotional Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		2022-2023	$166,638.00	$50,667.00	$83,319.00	$50,667.00	$0.00	$83,319.00	$217,305.00	
3	3.4	Other Health Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2022-2023	$39,358.00	$64,000.00	$103,358.00	$0.00	$0.00	$0.00	$103,358.00	
4	4.1	Certificated Professional Development	All	No			All Schools	2022-2023	$0.00	$26,500.00	$1,500.00	$0.00	$0.00	$25,000.00	$26,500.00	
4	4.2	Early Release Schedule	All	No			All Schools	2022-2023	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
4	4.3	Classified Professional Development	All	No			All Schools	2022-2023	$0.00	$650.00	$650.00	$0.00	$0.00	$0.00	$650.00	
4	4.4	Employee Retention	All	No			All Schools	2022-2023	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
4	4.5	Beginning Teachers	All	No			All Schools	2022-2023	$6,121.00	$0.00	$0.00	$0.00	$0.00	$6,121.00	$6,121.00	

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
$6,834,991	575,964	8.427%	0.000%	8.427%	$618,794.00	0.000%	9.053 %	**Total:**	$618,794.00
								LEA-wide Total:	$618,794.00
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.2**	Enrichment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$80,248.00	
1	**1.3**	Expanded Learning Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$0.00	
1	**1.4**	Multi Tiered Systems of Support (LTE	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$272,561.00	
1	**1.7**	English Language Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$9,837.00	
1	**1.8**	STEM	Yes	LEA-wide	English Learners Foster Youth Low Income		$1,635.00	
1	**1.9**	Extended School Year	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$0.00	
2	**2.1**	Parent and Community Engagement	Yes	LEA-wide	English Learners Foster Youth	All Schools	$32,584.00	

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 (%)
					Low Income			
3	**3.2**	Extra-curricular Activities	Yes	LEA-wide	English Learners Foster Youth Low Income		$35,252.00	
3	**3.3**	Social Emotional Services	Yes	LEA-wide	English Learners Foster Youth Low Income		$83,319.00	
3	**3.4**	Other Health Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$103,358.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$1,522,925.00	$1,622,615.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Access to Core Instructional Program	No	$76,974	$95,916
1	**1.2**	Enrichment	Yes	$165,541	$160,158
1	**1.3**	Expanded Learning Opportunities	Yes	$281,336	$291,545
1	**1.4**	Multi Tiered Systems of Support (LTE	Yes	$370,998	$418,145
1	**1.5**	GATE	No	$1,000	$500
1	**1.6**	Technology	No	$157,500	$186,141
1	**1.7**	English Language Development	Yes	$16,835	$9,835
1	**1.8**	STEM	Yes	$6,594	$1,634
1	**1.9**	Extended School Year	Yes	$52,756	$48,374
2	**2.1**	Parent and Community Engagement	Yes	$31,628	$29,713
2	**2.2**	Parent and Community Partnerships	No	$500	$500

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	**2.3**	Local Business and Higher Education Partnerships	No	$250	$250
2	**2.4**	Communication	No	$6,000	$9,550
3	**3.1**	School Climate	No	$6,500	$5,000
3	**3.2**	Extra-curricular Activities	Yes	$19,443	$30,570
3	**3.3**	Social Emotional Services	Yes	$197,444	$210,174
3	**3.4**	Other Health Services	Yes	$83,861	$98,220
4	**4.1**	Certificated Professional Development	No	$38,500	$19,625
4	**4.2**	Early Release Schedule	No	$0	$0
4	**4.3**	Classified Professional Development	No	$650	$650
4	**4.4**	Employee Retention	No	$0	$0
4	**4.5**	Beginning Teachers	No	$8,615	$6,115

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)
$548,706.00	$586,814.00	$647,776.00	($60,962.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Enrichment	Yes	$77,274.00	$83,467.00		
1	1.3	Expanded Learning Opportunities	Yes	$0.00	$2,724		
1	1.4	Multi Tiered Systems of Support (LTE	Yes	$275,957.00	$313,685.00		
1	1.7	English Language Development	Yes	$16,835.00	$9,835.00		
1	1.8	STEM	Yes	$6,594.00	$1,634.00		
1	1.9	Extended School Year	Yes	$0.00	$0.00		
2	2.1	Parent and Community Engagement	Yes	$31,628.00	$29,713.00		
3	3.2	Extra-curricular Activities	Yes	$19,443.00	$30,570.00		
3	3.3	Social Emotional Services	Yes	$75,222.00	$77,928.00		
3	3.4	Other Health Services	Yes	$83,861.00	$98,220.00		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$6,578,883.00	$548,706.00	0%	8.340%	$647,776.00	0.000%	9.846%	$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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