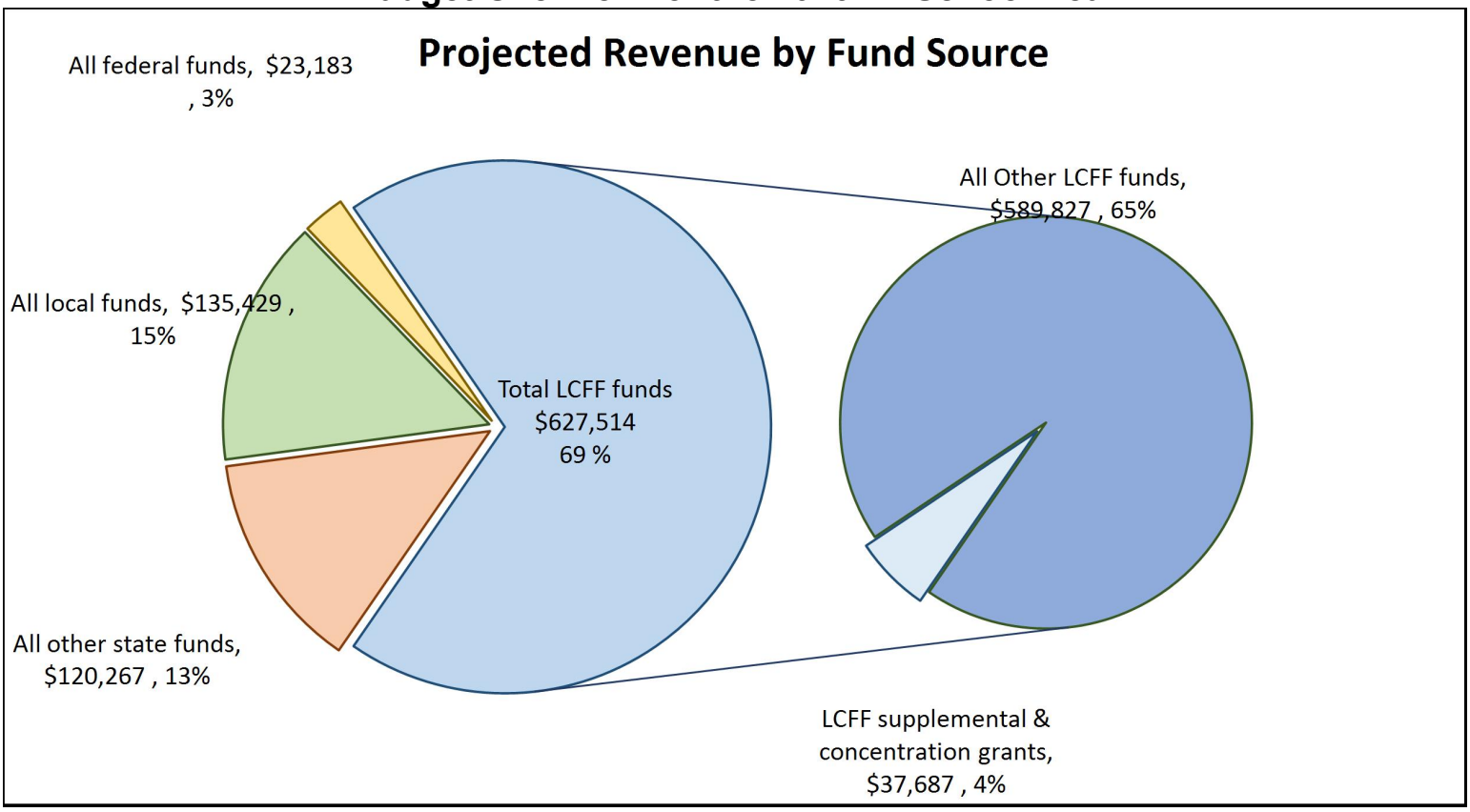


LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Mountain House Elementary School District
CDS Code: 01-61218-0000000
School Year: 2026-27
LEA contact information:
Kimberly Jokela
School Administrator
kimberly.jokela@mtnhouse.k12.ca.us
(209) 835-2283

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

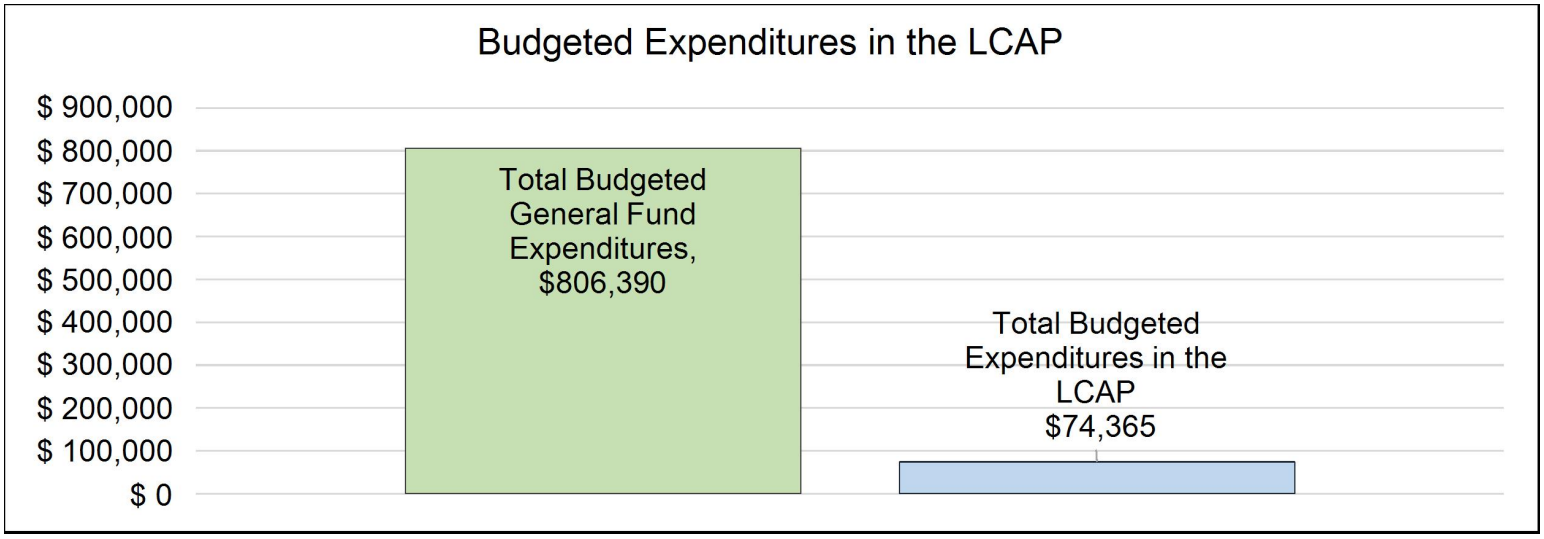


This chart shows the total general purpose revenue Mountain House Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Mountain House Elementary School District is $906,393, of which $627,514 is Local Control Funding Formula (LCFF), $120,267 is other state funds, $135,429 is local funds, and $23,183 is federal funds. Of the $627,514 in LCFF Funds, $37,687 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 Mountain House Elementary School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Mountain House Elementary School District plans to spend $806,390 for the 2026-27 school year. Of that amount, $74,365 is tied to actions/services in the LCAP and $732,025 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

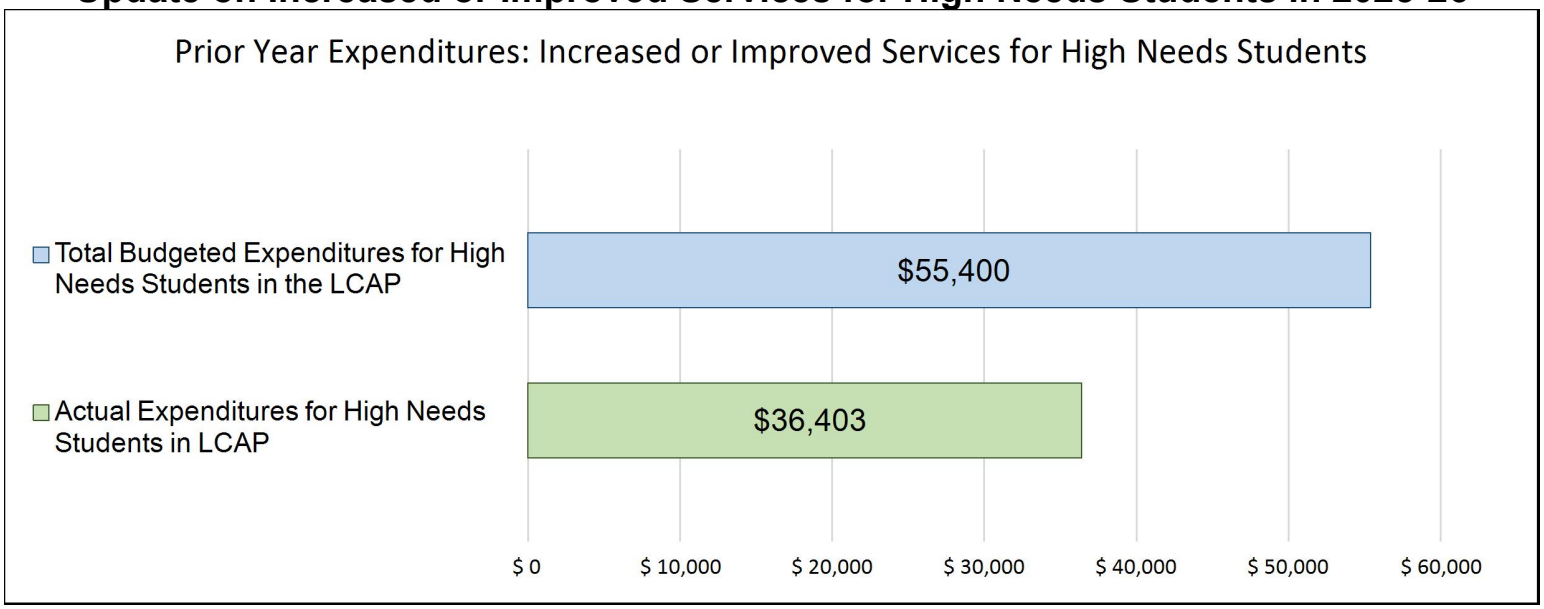
The General Fund expenditures not captured in the LCAP include the basic operational expenditures of the school district--staff salaries and benefits, electricity, water, etc.

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

In 2026-27, Mountain House Elementary School District is projecting it will receive $37,687 based on the enrollment of foster youth, English learner, and low-income students. Mountain House Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Mountain House Elementary School District plans to spend $39,115 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 Mountain House Elementary School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Mountain House Elementary School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Mountain House Elementary School District's LCAP budgeted $55,400 for planned actions to increase or improve services for high needs students. Mountain House Elementary School District actually spent $36,403 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $18,997 had the following impact on Mountain House Elementary School District’s ability to increase or improve services for high needs students:

Several of the planned expenditures came in lower than originally budgeted. For example, Mountain House budgeted for $850 in math professional development and was able to utilize a no cost training. Original estimates for the amount required for AI subscriptions for the staff and students were very high. The district was able to secure the software needed for just $20/month. $82,166 was spent on facilities improvements for 1.3 Inviting Facility but the district secured both a federal and state cafeteria grant that was able to fund that work.



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
Mountain House Elementary School District	Kimberly Jokela School Administrator	kimberly.jokela@mtnhouse.k12.ca.us (209) 835-2283

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.

Mountain House School is located in Eastern Alameda County, halfway between the towns of Livermore and Tracy. It is a rural ranching and farming community covering about 30 square miles. There is only one school in this unique small district, and the school building has been here for over 125 years. The school was first founded in 1893. The Mountain House School staff is composed of a Board of Trustees, one full-time teacher, one School Administrator, instructional aides, one cafeteria staff. During the 2025-26 school year, the school served 20 students in grades K-8. According to our Free and Reduced Price Meals data, 75% of our students are socioeconomically disadvantaged. Our internal data (based on internal testing) indicates 30% of our students are English Learners.

During the 2025-26 school year, Mountain House Elementary school is receiving Equity Multiplier Funds and will implement corresponding services and actions in accordance with the legislation.

Mission: It is the intent of the faculty to lead students toward being disciplined, productive, informed, and fulfilled individuals. To achieve these ideals, mutual respect and understanding must be present in the learning process on the part of all participants--the faculty, students, and community.

Philosophy: Mountain House's philosophy is based on the idea that the purpose of education is to provide a continuation of essential learning. It is our ultimate goal to supply each student with basic facts and experiences. These will aid our youth in becoming self-sufficient individuals mentally, physically, socially, and morally so that they can meet the demands of a rapidly changing society. It is essential to instill in each student the importance of individual worth and to create a positive self-image through the personal development of initiative,

resourcefulness, and responsibility.

Values and Beliefs: We value the improvement of student learning and achievement by:

- Providing a challenging instructional program that meets the needs of all students,
- Providing a highly qualified staff,
- Providing safe, clean, and educationally appropriate facilities,
- Managing and using resources in an efficient and effective manner, and
- Involving parents and community stakeholders.

Reflections: Annual Performance

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

As we close out the school year, we are proud of the many successes of our students and staff. The success of our efforts reflects itself in the high achievements of the majority of our students. By procuring the services of a mental health counselor, we have been able to get timely help for our students and staff alike. This timely intervention alongwith all of our other interventions has played a significant role in improving student attendance and student academic performance. Our attendance continues to remain strong as is evident from the comparative chart below. The data is derived from our attendance software, Aeries.

2024-25 2025-26
TK None 98.00%
Kindergarten 96.45% 94.17%
1st Grade 100.00% 94.92%
2d Grade 90.00% 94.00%
3rd Grade 96.80% 97.00%
4th Grade None 97.20%
5th Grade 90.34% None
6th Grade 89.17% 92.64%
7th Grade 100.00% 93.00%
8th Grade 87.00% 97.00%
Please note that "none" indicates for that grade in that year there were no students.

Due to our extremely low student counts (20) even 2-3 students being absent creates a large impact on ADA. Our student absences stem from factors such as lack of access to medicine, transport, etc. Thus our situation is unique to our demographic and does not follow any statewide or national trends. For this reason, we do not focus on chronic absenteeism as it not an indicator of a trend. Rather, we analyze each situation and address the underlying causes to eliminate the obstacles causing that particular student's absences. The leading cause for our dips in attendance was a lack of transportation for a few of our students. As a large majority of parents/guardians work outside the community, changes in work schedules can sometimes create a situation where transporting students to school becomes an insurmountable problem. Following our individualized approach of addressing student absences, we were able to provide transportation and rectify the situation. Although our chronic absence rate was 5.0%, this rate was attributable to one student's absences. These absences were isolated

incidents. Overall, our attendance rate was 94.67% which is vastly consistent with the 2024-25 attendance rate of 94.83%. These successes are owed in large part to the individualized attention we provide to each student, the timely intervention of our mental health counselor and our reward based approach to student attendance.

As the year progressed, our teachers provided ongoing assessments of their students' performance and progress in all curricular areas including English Language Arts, and Math. Successes have been many in that our students have done an amazing job at continuing to learn. Students have continued to progress in their knowledge of core subject areas i.e., math and english. Based on Renaissance diagnostic test results, our teachers have reported the data below for 2025-26:

Renaissance 2025-26 Language Arts Placement

Percentage Above Percentage at Percentage Below
Grade Level Grade Level Grade Level
39% 44% 17%

Our data spread (above) indicates 83% of our students are performing at or above grade level in language arts. This achievement in student performance is mainly attributable to our significant investment of resources in helping our students achieve/exceed their prescribed reading goals. Our data also monitors the growth in student learning. That data indicates all of our students have made immense progress during the school year, with the largest growth noticed among students that started the school year just below grade level. We consider this to be a huge success given that our community is predominantly non-english speaking and our students do not get much reading or writing help at home.

Renaissance 2025-26 Math Placement

Percentage Above Percentage At Percentage Below
Grade Level Grade Level Grade Level
37% 44% 19%

Our 2025-26 internal assessments of student achievement in math indicate 81% of our students are performing at or above grade level and 83% are performing at or above grade level in ELA. We take pride in our students' academic achievements. In the 2018-19 school year, based on CAASPP results, 0% of our students were meeting standards in both ELA and Math. With all of the interventions that we have put in place over the course of the six year span, our students' performance has improved dramatically. Despite the COVID era learning loss, our students' achievements have followed an upward trajectory. We take great pride in our students' achievements and consider their academic accomplishments one of our greatest successes.

Our efforts have been dedicated towards achieving proficiency in curriculum adopted materials. Based on CAASPP data available for our district we have analyzed our students' performance on standardized assessments.

Performance Indicator CAASPP 2023-24 CAASPP 2024-25

ELA:
Standard Met Level 4 43.00% 58.33%
Standard Met Level 3 43.00% 8.33%
Standard Nearly Met Level 2 14.00% 8.33%
Standard Not Met Level 1 0.00% 25.00%

Math:
Standard Met Level 4 14.00% 33.33%
Standard Met Level 3 43.00% 8.33%
Standard Nearly Met Level 2 29.00% 41.67%
Standard Not Met Level 1 14.00% 16.67%

Please note that our CAASPP data reported above does not reconcile with the data reported on the Dashboard. CDE has explained that the Dashboard data is derived from the students population as reported on census day which exlcudes three of our students that enrolled within the district at a later time. The results of their performance are excluded from the Dashboard data but included above.

Given our very small student population, the number of students taking the CAASPP is usually below 11. For this reason, 1 student can represent anywhere between 11%-14% of the total. The District's decline in CAASPP performance must be interpreted in the context of cohort composition. Approximately 50% of assessed students were first-time test takers. Research and guidance from the California Department of Education indicate that students typically require multiple exposures to the Smarter Balanced assessment format—which includes computer-adaptive items and extended performance tasks—before demonstrating optimal performance. First-time test takers often experience increased cognitive load due to unfamiliarity with item types, navigation tools, and performance expectations, which can suppress initial scores. As students gain experience with the assessment and continued exposure to standards-aligned instruction, performance outcomes generally improve over time. Therefore, the observed decline is attributable in large part to cohort effects rather than a systemic decrease in instructional effectiveness.

While overall CAASPP performance declined, disaggregated analysis indicates strong gains among students with prior testing experience. Among returning test takers, the percentage of students meeting or exceeding ELA standards increased from 77.8% in 2023-24 to 83.33% in 2024-25 with a corresponding decrease in students at Levels 1 and 2 from 22.22% to 16.67%. In Mathematics, performance gains were more pronounced, with students meeting or exceeding standards increasing from 57.14% to 83.33%, and those approaching or below standard decreasing from 42.86% to 16.67%.

These improvements among returning students suggest that instructional strategies and continued exposure to California's academic standards are yielding positive outcomes. When considered alongside the high proportion of first-time test takers—who typically require initial exposure to the assessment format—the overall decline in aggregate scores is best understood as a cohort composition effect rather than a reflection of diminished instructional effectiveness. This pattern indicates that as students gain familiarity with the assessment and continue to engage in standards-aligned instruction, performance outcomes improve over time.

Due to small subgroup enrollment and confidentiality protections, the California School Dashboard does not publicly report CAASPP performance for Hispanic students or Socioeconomically Disadvantaged students in this cohort. However, internal analysis of district

assessment data indicates that the tested population is demographically representative of these required subgroups, with 100% of test takers identifying as Hispanic and approximately 75% identified as Socioeconomically Disadvantaged. Therefore, cohort-level CAASPP results serve as a valid proxy for understanding performance trends among Hispanic and Socioeconomically Disadvantaged students within this assessment population, while respecting state confidentiality requirements. As a result, overall cohort performance trends closely reflect outcomes for these student groups, even though disaggregated public reporting is not available due to size suppression rules.

In regards to technology, we upgraded our devices and ensured each student and teacher had access to a dedicated device that supported all of their educational technology needs. Our students had already achieved proficiency in Power-point presentations and our focus remained on preserving their proficiency. Our students have shown remarkable confidence in navigating the Microsoft Office suite of software. We continue to supplement day to day learning with computer based programs which our students are able to navigate with relative ease. Our students' proficiency in using technology was reflected in their day to day tasks.

During the 2025–26 school year, the District utilized Learning Recovery Emergency Block Grant (LREBG) funds to support a Teacher's Aide position providing targeted academic assistance to students performing at the lowest achievement levels. With the expiration of this one-time funding source, the position is no longer available. To maintain and expand support for students with the greatest academic need, the District will leverage its Expanded Learning Opportunities Program (ELOP). While the LREBG-funded position provided targeted in-school support, ELOP offers a broader system of extended learning time that includes academic intervention in small-group settings before and after school. This structure allows for continued focused support for students needing additional assistance, while also increasing total instructional time beyond the regular school day. As such, ELOP serves as a sustainable and comprehensive mechanism to continue providing targeted academic support to high-need students, ensuring that intervention services remain in place despite the loss of one-time funding.

Our 2026-27 LCAP has four key areas of focus:

- Early identification of learning disabilities via the Universal Screening process
- Student Achievement - academic and social,
- Technology,
- Math skills

We are keenly aware that our students rely on our teaching staff to model behaviors that will help them thrive in high school and beyond. We are also trying to teach them the negative consequences of engaging in unacceptable behaviors. These efforts were reflected in the strict start of school time, awards for being on time etc. Our school has an ongoing practice of recognizing our students in the areas of Perfect Attendance, Model Student and Most Improved. Because of the dramatic success of these practices, we have incorporated them into our 2026-27 goals to instill in our students a desire to progress towards self improvement and to want to do well not for recognition but because it is the right thing to do.

To ensure the ongoing academic success of our students we plan to continue conducting monthly assessments in the 2026-27 school year. These periodic assessments help us maintain focus on student achievement and allow for timely identification of areas of need and and consequently, timely intervention so that our students do not fall behind. We plan to continue soliciting input from our parents so we can address any concerns they may have in a timely manner. As we navigate the uncertainties of each new school year, we will continue to draw upon information from all sources - parents, community, teachers, students, staff, and leverage this information for successful outcomes for our students. Our 2026-27 LCAP goals and actions are reflective of this strategy.

Reflections: Technical Assistance

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

N/A

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Board of Education/Community Members	Since our board members are community members and do not have any children or relatives in the the school, they are representative of the community.The process starts in September when the BOE is provided the first update on student performance and status of implementation of various tasks identified in the LCAP. From this point forward, the BOE provides monthly input and directive to staff for actions to be added to the LCAP. Our board of education has been and continues to be our community partner. Their unwavering commitment to the success of each of our students is at the core of all of our goals and efforts in the LCAP. The board has been engaged all the way from establishing priorities, including the use of Equity Multiplier funds at Mountain House Elementary School (designated Equity Multiplier site) to getting updates on our LCAP to ensuring the best academic outcomes for all of our students. Our board continues to be concerned about student performance on math assessments. This feedback has influenced actions in goal 4 for 2026-27.
Parents	We do not have any PACs but all of our parents are involved in providing input into the shaping of our goals for the LCAP via the parent feedback surveys as well as formal and informal interactions.Mountain House is a rural community and most of our parents work outside the community. Therefore, getting our parents to participate in meetings does not bear any results. For this reason we do not have a PAC. We routinely communicate with our parents via the class Dojo, emails, phone calls, communication folders sent home with the students, surveys handed out during the parent-teacher

Educational Partner(s)	Process for Engagement
	conferences (twice a year). Our goal is to create as many inter-personal exchange options as possible to continuously engage our parent educational partners. The parent feedback pertains to Mountain House Elementary School - a designated Equity Multiplier site. In the past, parents were given the parent feedback survey to complete in December and their feedback was again sought during the parent - teacher conferences in March. However, during 2025-26, we opted to survey the parents at the end of the school yar in order to make the survey more meaningful. Feedback obtained from these interactions has played a significant role in the planned LCAP actions for 2026-27. Our parents' feedback was unanimous in that they were happy with their student/s' progress, level of engagement and breadth of educational experiences. For this reason our goals remain largely consistent with the 2025-26 LCAP.
Teachers	Our staff are not unionized. We therefore do not have any bargaining unit members to serve as our educational partners. Hence our entire staff serves in this capacity. Staff feedback is solicited monthly from November through March during staff meetings. and the Staff Feedback survey and is relative to Mountain House Elementary School which is a designated Equity Multiplier site. Our staff feedback was indicative of the strength of trust and positivity amongst all staff members. Staff feels they have overcome earlier challenges and are now a cohesive team.Staff unanimously agree that trust and positive relationships amongst staff are important to the overall educational experience of our students so that they may learn in a positive environment. Our School Administrator is included in this feedback. Action 2.4 was developed in response to this feedback.
Students	Students play a crucial role in the development of our LCAP goals since they are directly impacted by all of our endeavors. Our students were indirectly involved in providing feedback via the formal Student Feedback Survey. During the 2025-26 school year, the survey was expanded to include topics that address issues outside of school that may have a bearing on student achievement and attendance. Our students have expressed great enthusiasm for field trips. Students were provided the school climate survey during April. The cumulative data gathered through the surveys is incorporated into our annual

Educational Partner(s)	Process for Engagement
	LCAP. This data is pertinent to Mountain House Elementary School which is a designated Equity Multiplier site.
SELPA	They are instrumental in providing support and guidance in shaping our actions to address the unique needs of our students requiring such help. Our education consultant and Board members routinely meet with our SELPA group to ensure timely and pertinent communication exists to facilitate the development of our LCAP. Our SELPA unit has been instrumental in providing support and guidance in shaping our actions to address the unique needs of our students requiring such help. Our Superintendent and Board members routinely meet with our SELPA group to ensure timely and pertinent communication exists to facilitate the development of our LCAP. Our SELPA has emphasized the need to ensure mechanisms are in place to ensure timely intervention to support the mental health needs of our students which we are accomplishing via the services of a mental health counselor. This feedback is pertinent to Mountain House Elementary School which is a designated Equity Multiplier site.
ELPAC	We currently have 6 English Learner students and as such we do not have a separate English Language Advisory Committee. However, our education consultant provides input and feedback pertinent to our English Language Learner curriculum and program as she works intensively with our EL students. She has been provided a copy of the proposed LCAP for her review and approval. While we do not have a PAC, our annual parent feedback includes parents of students with disabilities as well as English Learners. We had 100% participation from parents. This feedback is pertinent to Mountain House Elementary School which is a designated Equity Multiplier site. Additionally, our staff routinely communicates with all parents almost on a daily basis.
School Administrator	Our School Administrator's feedback was indicative of the need for an education specific Artificial Intelligence (AI) application to replace CHatTGPT in the classrooms. This feedback is pertinent to Mountain House Elementary School which is a designated Equity Multiplier site.
Education Consultant	Our Education Consultant has asked for expanded Science and History curriculums in order to feed our students' desire for learning while continuing to focus on improving Math scores. This feedback is

Educational Partner(s)	Process for Engagement
	pertinent to Mountain House Elementary School which is a designated Equity Multiplier site.

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

Engaging our educational partners is central to the vision of how our Local Control Accountability Plan (LCAP), can improve outcomes for our students. It is our firm belief that shifting resource decisions to the local community will result in decisions that better reflect local needs, leading to better outcomes for students. Additionally, public understanding of the school district's goals and budget decisions will serve to hold us accountable for distributing resources equitably.

Identified below is the specific feedback from our educational partners pertinent to the Mountain House Elementary School which is a designated Equity Multiplier site. The corresponding actions that were influenced by the feedback are as follows:
* The board continues to be concerned about student performance on math assessments. This feedback has influenced actions in goal 4 for 2026-27.
* Parents' feedback was unanimous in that they were happy with their student/s' progress, level of engagement and breadth of educational experiences. For this reason our goals have remained largely consistent with the 2023-24 LCAP.
* Teacher and School Administrator feedback was indicative of the need for continued trust and positivity amongst all staff members. Staff feels these are important to the overall educational experience of our students so that they may learn in a positive environment. Action 2.4 has been developed in direct relation to this feedback.
* Our School Administrator has recommended exploring the implementation of Yeti Academy as the district’s primary instructional AI and productivity platform in place of multiple standalone artificial intelligence applications and the traditional Microsoft Office Suite model. This transition provides an opportunity to create a more unified, student-centered, and instructionally aligned digital learning environment that supports the goals of the Local Control and Accountability Plan (LCAP). Actions 3.3 and 3.4 have been modified to reflect this shift.
* Our students have expressed great enthusiasm for field trips. Action 1.2 was influenced by this feedback.
* The SELPA office has emphasized the need to ensure mechanisms are in place to ensure timely intervention to support the mental health needs of our students which we are accomplishing via the services of a mental health counselor. Action 1.12 addresses this feedback
. Our Education Consultant indicated the need for increased interventions to help raise math scores and expanding the Science and History curriculums. Actions 2.1 and 2.2 address this feedback.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All students will learn through rigorous Common Core aligned courses and materials; have access to qualified, credentialed teachers in every classroom; and will achieve at or above grade level on the State academic standards. These efforts will be supported by efforts to reduce absenteeism, maintain a clean and safe physical facility and access to a broad spectrum of activities for all Mountain House students.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Goal 1 was developed to ensure that all students at Mountain House have equitable access to high-quality instruction, rigorous academic content, and the comprehensive supports necessary to achieve academic success and college and career readiness. The District recognizes that student achievement is strengthened when students are taught by qualified and credentialed teachers, provided with standards-aligned instructional materials, and engaged in learning environments that promote critical thinking, collaboration, creativity, and real-world application of skills aligned to the California Common Core State Standards.

This goal reflects the District's commitment to improving student outcomes for all student groups by addressing both academic and non-academic factors that impact learning. State assessment results, local academic data, attendance trends, and stakeholder feedback demonstrate the importance of maintaining strong instructional programs while also supporting student engagement, school connectedness, and consistent attendance. The District recognizes that students are more likely to achieve at high levels when they attend school regularly, feel safe and supported on campus, and have access to a broad range of academic, enrichment, and extracurricular opportunities.

Additionally, this goal was developed to align with state priorities related to student achievement, implementation of state standards, pupil engagement, school climate, access to courses, and basic conditions of learning. The inclusion of clean and safe facilities, reduced absenteeism, and expanded opportunities for participation reflects the District's understanding that student success depends on the overall educational environment, not solely classroom instruction.

The goal also supports the District's ongoing efforts to prepare students for success in an increasingly technological and globally connected world by ensuring access to innovative instructional tools, rigorous coursework, and learning experiences that foster academic growth, digital literacy, communication, and problem-solving skills.Students learn best when supported by well prepared, credentialed teachers practicing state-of-the-art techniques of delivering instruction in a clean and safe environment that promotes learning. These are the guiding principles of Goal1. Our focus is to enhance student achievement through the deployment of various strategies - most of which have worked for us in the preceding LCAP period and others that build upon identified needs during the 2021-24 LCAP period.

Progress toward this goal will be monitored through attendance, chronic absenteeism, CAASPP performance, school climate indicators, parent participation, and student engagement metrics.

We believe that our first step toward improving student achievement is to ensure students are present and ready to learn. Our 2025-26 attendance data reflects consistency with 2024-25 student attendance. We believe our strong attendance is a direct result of the efforts during our previous LCAP periods. We are therefore continuing to maintain the initiatives already implemented and adding new ones to build upon our success. Our focus in goal 1 is to continue to reduce chronic absenteeism and increase school connectedness among students. Additionally, we want to create a positive, safe learning environment that supports student wellness and reduces behavioral referrals. Creating a positive and safe learning environment that supports student wellness is critical to academic success, particularly in schools serving high-need student populations. Research consistently shows that students who feel emotionally and physically safe at school are more engaged, demonstrate higher academic achievement, and exhibit fewer behavioral challenges (Osher et al., 2010). Recognition of good or improved attendance is a part of creating a school-wide culture. We are deeply committed to ensuring students are engaged in the school community and the classroom once they show up for school. It is one part of a tiered attendance system. Our strategy is not to award perfect attendance for a semester or the school year, since the children who struggle will soon be left out. Rather, our perfect attendance recognition encourages students to show up when they aren't too sick to be in school. Our incentive is inclusive for students with special needs. We believe that relationships, recognition and incentives are positive ways to help students internalize the value of showing up every day. Implementing perfect attendance awards can serve as a powerful motivational tool to reduce chronic absenteeism, especially among English Learners (ELs), low-income students, and students with disabilities (SpED), who statistically face higher rates of school absences due to systemic barriers (Ginsburg et al., 2014; U.S. Department of Education, 2016). Research supports that positive reinforcement strategies—such as public recognition and tangible rewards—can increase students' intrinsic motivation and sense of belonging, key factors in consistent school attendance (Deci & Ryan, 2000). For EL and SpED students, who often require consistent instructional support and peer interaction to make academic progress, attendance awards help build routine, accountability, and goal-setting skills. Low-income students, who may lack access to other forms of recognition, especially benefit from structured, school-based incentives that celebrate effort and commitment. We believe that equitable implementation paired with supportive interventions, creates an opportunity for perfect attendance awards to reinforce a culture of engagement, responsibility, and academic continuity.

Our students with special needs have benefited from our efforts in ensuring access to academic interventions and multiple supports. Our focus has been and continues to be, on ensuring parents are involved with and take an active role as a member of the Individual Education Program (IEP) team that determines a student's path. We aim for 100% parental participation in the IEP by working with the parents' availability when scheduling meetings. We also work ahead with the parents so they understand the importance of their participation. All of our staff focus on ensuring parents feel welcome and that the confidentiality of their student is maintained at all times. Additionally, Action 1.13 ensures that all curriculum is compliant with each student's IEP, as appropriate. We also aim for inclusivity for all of our students with

special needs as indicated in actions 1.2 and 1.3. Our field trips ensure access for participation by our students with special needs and our facility ensures all necessary accomodations are made for students with special needs.

We place high value on all of our families including the families of unduplicated students. To ensure our families are engaged, we provide translators and materials that have been translated when needed. We also try to reach out to families to provide extra support - if needed- to encourage the families to be engaged and to participate in our school. Being that our school is very small, we do not label our families as “unduplicated” “special needs” etc. Rather, we focus on our entire parent community as a whole by providing volunteer opportunities, hosting back to school nights, parent-teacher conferences, informal conversations during after school pick-up, the class Dojo, Art Gallery Night, etc. We provide additional support to families whose primary language is not English and any other accomodation as needed or requested. Our annual parent feedback measures the success of our actions.

In our experience, classroom teachers are best able to meet the needs of the students they have within their class and we are equipping them to do so by providing specialized professional development; keeping class sizes small, providing supplemental curriculum, instructional aides (where warranted) and providing daily tutoring to students to make it intentionally directed towards each students' needs. Additional support with extra individualized learning opportunities and Paraprofessionals all increase the quality of programs school-wide and improve learning services provided to unduplicated students because of additional personnel and related services.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	District Attendance Rate	95.11% attendance	94.85%	94.67%	96.5%	-1.83%
1.2	Percentage of students who are suspended at least once during the academic year	0%	0%	0%	0%	None
1.3	A broad course of study that includes all required subject areas aligned with state standards	100%	100%	100%	100%	None
1.4	% of Middle School students that have dropped out of school	0%	0%	0%	0%	None
1.5	Access to standards aligned curriculum	100%	100%	100%	100%	None
1.6	Williams Compliance - % of teachers teaching with a clear credential	100%	100%	100%	100%	None

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.7	Students at CAASPP levels 3 & 4 - ELA	62%	86%	66.67%	65%	exceeds baseline by 4.67%
1.8	Students at CAASPP levels 3 & 4 - Math	42.86%	57%	41.67%	45%	below baseline by 1.19%
1.9	% of English Learner students making progress toward English language proficiency on the ELPAC	50%	67% per 2023-24 ELPAC	75%	50%	exceeds baseline by 25%
1.10	EL student enrollment in courses supporting access to standards including ELD standards	100%	100%	100%	100%	None
1.11	Educator Professional Learning (PL) in programs and services enabling ELs to access standards	30 hours annually	30 hours	180 hours	35 hours annually	exceeds baseline by 150 hours
1.12	Parental involvement in student performance via parent-teacher meetings	100%	100%	100%	100%	None
1.13	Parent participation in IEPs	100%	100%	100%	100%	None
1.14	% of students expelled from school	0%	0% per Aeries data	0% per Aeries data	0%	None
1.15	% of parents/guardians who report feeling confident that their child is safe and connected at school according to the annual parent survey	89% as reported on the 2023-24 annual parent survey	100% per 2024-25 Annual Parent Survey	100%	90%	Exceeds baseline by 11%
1.16	% of teachers who report feeling safe and connected at school	100% as reported on the 2023-24 annual staff survey	100% per 2024-25 Annual Parent Survey	100%	80%	None

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	according to the annual teacher/staff survey					
1.17	# of meetings convened for Foster Youth and McKinney-Vento social workers	N/A - new metric	N/A - no students to warrant these meetings	3	As needed	There was no baseline
1.18	% of students who receive end-of-course grades of D or F	0% per the 2023-24 annual report cards	0% per 2024-25 annual report cards	0% per 2025-26 annual report cards	0%	None
1.19	% of students who are chronically absent (i.e., have missed 10% or more school days throughout the school year)	8% per 2023-24 Aeries data	6.67% per Aeries data	5%	10% per Aeries data	beats baseline by 3%
1.20	Williams Compliance - % of school facilities in good or excellent condition	100%	100%	100%	100%	None
1.21	% EL Students reclassified as fluent	60%	16.67%	TBD - will test in May	60%	TBD

Goal Analysis [2025-26]

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

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

Overall, this goal was successfully implemented. Action 1.14 aimed to provide on-site medical services through partnerships with community health providers in order to reduce barriers to healthcare access and support improved student attendance, particularly given the high proportion of students who are eligible for low-income health coverage. Despite outreach efforts, the District was unable to secure a community health partner to provide on-site services during the implementation year. As a result, this action was not implemented as intended. While minor ailments that go untreated continue to play a significant role in student attendance, we are unable to rectify the situation although not for want of trying. The District is currently reassessing alternative strategies to address student health-related barriers to attendance, including expanded coordination with existing community providers and referral-based access pathways. this action has been removed from the 2026-27 LCAP.

Action 1.5 has been been amended to reflect our recognition of students in three areas - model citizen, most improved and perfect attendance. This change is accurately reflective of our practices.

For action 1.6, our Education Consultant recommended and staff agreed to have students practice and prepare for the standardized test using study aids from Lumos Learning. These study aids provide CAASPP test prep designed to improve scores via targeted, standards-aligned practice combining targeted workbook exercises with online practice tests to build proficiency. Students started test prep in February 2026.

During 2025-26, One of our staff enrolled in the Alder Graduate School of Education to complete her Master's degree and preliminary teaching credential. Consequently, we will start the 2026-27 school years with two fully credentialed teachers. Therefore, our teachers will be responsible for curriculum review and ensuring adherence to state standards. Thus action 1.13 shall have no additional costs associated with it going forward.

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.

During the 2025–26 school year, the District temporarily paused implementation of the activities included in Action 1.1 (Make Learning Fun) and in Action 1.5 (Student Recognition) and, as a result, did not incur expenditures associated with these actions. This decision was made due to staffing capacity challenges during the year. One teacher was absent for significant periods while completing requirements related to earning a teaching credential, while the remaining certificated staff member was required to prioritize instructional and compliance-related responsibilities necessary to fulfill the District's obligations under Education Code Section 53008. Given limited staffing resources, the District determined that maintaining core instructional services and compliance obligations was the highest priority during the reporting year. Although the formal student recognition activities were paused during 2025–26, the District remains committed to supporting positive school climate, student engagement, and student connectedness. As such staff organized a student breakfast to thank the students for all their hard work during the year and recognize the effort each student has made towards continued academic achievement. The District anticipates continuing with these actions as staffing capacity stabilizes for the 2026-27 school year.

Expenditures for Action 1.3 – Inviting Facility significantly exceeded the originally budgeted amount of $2,500 due to the District's receipt of KIT funds that supported substantial cafeteria modernization and facility improvement efforts. As a result, the District expended approximately $82,166 to update and improve the cafeteria space. These improvements enhanced the overall functionality, safety, cleanliness, and appearance of the student dining area and created a more welcoming and student-centered environment for daily student use. The District believes these investments were significant for our students by improving access to a safe, comfortable, and well-maintained space that supports student wellness, dignity, and connectedness to school. Many unduplicated pupils rely heavily on school facilities as a consistent and stable environment during the school day, including for meals, social interaction, and student support services. The upgraded cafeteria environment helped foster a stronger sense of belonging and school pride while supporting positive school climate conditions that contribute to student engagement and readiness to learn. Additionally, the improvements aligned with the District's broader efforts to remove barriers to student success by ensuring that all students, particularly those with the greatest needs, have access to facilities that are clean, functional, equitable, and conducive to both academic and social-emotional well-being.

Thanks to generous donations from the Alameda County Office of Education, we were the grateful recipients of hygiene kits. This resulted in action 1.4 (Hygiene Kits) being underspent by $959.

Action 1.6 – CAASPP Preparation was significantly underspent due to a change in implementation strategy designed to provide more sustained and effective academic support for students throughout the school year. At the time the LCAP was adopted, the District anticipated implementing a one-week intensive CAASPP preparation “boot camp” immediately prior to testing. Planned expenditures included approximately $1,200 for student meals and snacks intended to promote student engagement during extended preparation sessions, as well as approximately $300 for supplemental test preparation materials. During implementation, staff identified the Lumos CAASPP preparation program as a more effective instructional support tool that could be integrated throughout the school year rather than concentrated into a single week of test preparation activities. As a result, the District shifted its approach to provide ongoing CAASPP skill development and practice opportunities during regular instruction. Because the District no longer implemented the one-week intensive boot camp model, the anticipated food-related expenditures were not incurred. Actual expenditures were limited to approximately $205 for Lumos instructional materials. The District believes this revised approach better supported student learning by providing students with continuous exposure to CAASPP-aligned instructional practice over time rather than relying on short-term intensive preparation immediately before testing. This strategy will be particularly beneficial for unduplicated pupils, including socioeconomically disadvantaged students and English Learners, by embedding academic intervention and test preparation supports into the regular instructional program and promoting increased familiarity, confidence, and readiness for statewide assessments.

We had anticipated spending $500 on materials required for ASL via Action 1.8 (Electives). However, the actual cost of materials came in lower at $379. At the time expenses are budgeted we rely on estimates provided by vendors and our actual costs can and do vary. We do present updates to the Board of Education on a monthly basis and the board approves all expenses at each board meeting.

During the 2025-26 school year, the District's expenses for Action 1.10, Art Education, exceeded the budget by $745 or 49.6%. At the time we budgeted for this action, our Education Consultant had received quotes from the applicable vendors for materials and services. However, once the contracts were finalized the actual costs were higher than quoted. The Board of Education was apprised of this increase and approved the incremental cost. Art education contributes to a positive school climate, increases student engagement and connectedness, and supports the academic, social-emotional, and creative development of all students. For socioeconomically disadvantaged students, access to art education helps provide equitable enrichment opportunities that students may not otherwise experience outside of school due to financial barriers or limited access to community-based arts programs. Art instruction can serve as an important tool for increasing student motivation, school connectedness, and emotional well-being by providing students with positive outlets for creativity and personal expression. These opportunities help support the District’s efforts to reduce barriers to engagement and ensure all students have access to a comprehensive educational program that supports both academic and social-emotional growth. Students with special needs benefit from art education as it offers differentiated and accessible learning opportunities that support diverse learning styles, communication methods, and sensory needs. Art activities can help strengthen fine motor skills, social interaction, emotional regulation, and self-confidence while providing students with alternative ways to demonstrate learning and express themselves. Participation in inclusive art activities also promotes peer interaction, belonging, and meaningful participation in the broader school community, supporting the District’s goals related to equity, inclusion, and student connectedness.

Our expenses for Action 1.12 - Mental Health were $5,520 lower than budgeted. This under-utilization resulted from our students needing fewer hours of counseling. At the beginning of the school year, we budget expenses based on our past experience. In 2024-25, we had

higher than anticipated utilization and as such the budget was increased to meet this demand. However, as the student demographic shifts, our actual experience can vary mildly or significantly from our estimate. During the 2025-26 school year, our actual experience resulted in lower expenses than planned.

We were very fortunate in that one of the Dentists that agreed to provide dental checkups for our students donated this service resulting in Action 1.14 not having any expense associated with it. The fair market value of this service is calculated at $3,500. Access to dental health services helps address physical health needs that can directly impact a student's ability to attend school consistently, concentrate in class, and fully participate in academic and social activities. By supporting preventative dental care and early identification of dental concerns, the District helps reduce health-related barriers that may negatively affect student attendance and consequently achievement, comfort, and connectedness to school. For socioeconomically disadvantaged students, access to school-supported dental services is particularly important because many families may face financial, transportation, insurance, or access barriers that limit preventative dental care outside of school. Providing dental screenings, education, or preventative services through the school setting helps ensure students receive needed care that they might not otherwise access. This reduces inequities in health support services and helps minimize the impact that untreated dental issues can have on attendance, engagement, self-confidence, and academic performance. For students with special needs, access to school-connected dental health supports can help address additional challenges related to sensory needs, communication barriers, medical complexities, or difficulties accessing community-based care providers. Early intervention and preventative care help support student comfort, wellness, and participation in the school environment. These services contribute to the District's efforts to create a safe, inclusive, and supportive educational setting in which all students are healthy, engaged, and prepared to learn.

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

All of the actions within this goal have collectively garnered great successes for our students as is evident from their good attendance, strong performance on the CAASPP, zero suspensions and dropouts, no "D" or "F" grades etc. Research shows that an inviting and well-maintained facility significantly impacts student achievement by fostering a sense of safety, belonging, and engagement. According to the National Center for Education Statistics, schools with better physical conditions report higher attendance and academic outcomes. Supplemental curriculum enhances learning by offering differentiated instruction, which research from the Association for Supervision and Curriculum Development (ASCD) has linked to improved mastery of content, especially for diverse learners. Additionally, field trips provide experiential learning opportunities that deepen understanding; a 2018 study from the University of Arkansas found that students who participated in culturally enriching field trips scored higher on critical thinking assessments and showed increased tolerance and empathy. Together, these elements create a comprehensive educational experience that directly supports stronger student achievement. Our experience has been no different. Our teachers report that field trips have continued to be very effective in reinforcing learned concepts. Student engagement and excitement about school continues to benefit from field trips.

Our close monitoring of student performance via checking of assignments, monthly assessments and class participation activities continues to bear positive results for our students. Research consistently demonstrates a positive relationship between student academic behaviors—particularly assignment completion and active classroom participation—and academic achievement. Studies have found that the amount of work students complete, rather than simply the amount assigned, is significantly associated with improved performance (Trautwein et al). Additionally, student engagement and participation contribute to deeper understanding, increased retention, and stronger problem-solving skills. In mathematics, where mastery requires consistent practice and the ability to explain reasoning, students who do not regularly complete assignments or actively participate in instruction are less likely to achieve proficiency (Learning and Individual Differences 2016).

Hygiene kits and student recognition have also played a major role in curbing absences as evidenced by our low chronic absenteeism (5%) and high attendance rates (94.67%). Although we paused student recognition during the 2025-26 school year, we did recognized all of our students via a breakfast event. This modified approach allowed the District to maintain its focus on fostering a supportive and inclusive school culture despite limited staffing resources during the reporting year. The event provided students with an opportunity to feel acknowledged, valued, and connected to the school community, while reinforcing positive relationships between students and staff. The District believes this alternative recognition activity continued to support student morale, belonging, and engagement, particularly for socioeconomically disadvantaged students and other unduplicated pupils who benefit from positive school experiences and meaningful recognition of their efforts and achievements. While we do not yet have the results of the 2025-26 CAASPP to determine the success of the test prep carried out using the Lumos test prep program, we are confident that the results of the 2025-26 CAASPP tests shall surpass the scores of the 2024-25 CAASPP.

We completed the renovations and modernization of our kitchen/cafeteria during the school year. The feedback from our staff and student has been unanimously positive.

One of the primary LEA-wide contributing actions under this goal was Action 1.12 – Access to Mental Health Supports. The District adopted Metric 1.1 (District Attendance Rate), Metric 1.2 (% of students suspended at least once), Metric 1.15 (% of parents reporting students feel safe and connected at school), Metric 1.16 (% of teachers reporting feeling safe and connected), and Metric 1.19 (% of students chronically absent) to measure the effectiveness of this action. The results indicate this action was effective in supporting student engagement and school connectedness. District attendance remained high at 94.67%, chronic absenteeism declined from the baseline of 8% to 5%, suspensions remained at 0%, and parent survey results increased from 89% at baseline to 100% of parents reporting their child feels safe and connected at school. These outcomes demonstrate that access to mental health counseling and timely intervention positively contributed to student wellness, school engagement, and consistent attendance. Although the District did not meet the Year 3 attendance target of 96.5%, the District's attendance remained stable despite transportation and health-related barriers that disproportionately impact our low-income student population. Given the District's extremely small enrollment, the absence of even one student significantly impacts attendance percentages. Therefore, the District considers this action effective overall because the adopted metrics demonstrate improved school connectedness, low chronic absenteeism, and positive school climate outcomes.

Action 1.5 – Student Recognition Awards was measured through Metric 1.1 (District Attendance Rate), Metric 1.19 (Chronic Absenteeism), and Metric 1.15 (Parent Perception of Safety and Connectedness). The District believes this action has been effective because chronic absenteeism decreased from 8% at baseline to 5%, while parent survey data increased from 89% to 100% positive responses regarding student connectedness and safety. The recognition system for perfect attendance, model citizenship, and most improved performance has helped reinforce positive school engagement behaviors and fostered a supportive school culture that encourages students to attend school consistently and participate positively in class activities. Although the District temporarily paused the originally planned quarterly student recognition activities during the 2025–26 school year due to staffing capacity limitations, the District implemented an alternative schoolwide recognition activity designed to continue promoting positive school climate, student connectedness, and student engagement. In lieu of quarterly recognition events, the District hosted a student breakfast celebration during which all students were recognized for their hard work, effort, growth, and contributions to the school community.

Action 1.2 – Field Trips was measured through Metric 1.15 (% of parents/guardians who report students feel safe and connected at school), Metric 1.18 (% of students receiving D or F grades), and Metric 1.1 (Attendance Rate). The District met or exceeded all identified metrics associated with this action. Parent survey responses increased to 100% positive feedback regarding student connectedness, no students earned D or F grades, and attendance remained strong at 94.67%. Teachers also reported high levels of student engagement and enthusiasm following field trip experiences. These metrics demonstrate that experiential learning opportunities supported student engagement, reinforced classroom instruction, and contributed positively to overall student achievement and school connectedness.

Action 1.4 – Hygiene Kits was measured through Metric 1.1 (Attendance Rate) and Metric 1.19 (Chronic Absenteeism). The District believes this action was effective because chronic absenteeism declined from 8% at baseline to 5%, while attendance remained stable at 94.67%. Hygiene kits helped reduce barriers related to student health and personal care needs, particularly for socioeconomically disadvantaged students. By ensuring students had access to essential hygiene products, the District was able to support student wellness and reduce attendance barriers associated with preventable health concerns.

Action 1.3 – Inviting Facility was measured through Metric 1.20 (Williams Compliance – Facilities in Good or Excellent Condition), Metric 1.15 (Parent Perception of Safety and Connectedness), and Metric 1.16 (Teacher Perception of Safety and Connectedness). The District maintained 100% compliance regarding facility conditions, while both parent and teacher surveys reflected 100% positive responses regarding school safety and connectedness. These metrics demonstrate that maintaining a clean, safe, and welcoming educational environment contributed positively to student and staff engagement and supported the overall learning environment. During the 2025–26 school year, the District continued its commitment to maintaining a safe, welcoming, and inviting educational environment for all students through ongoing facility maintenance and campus improvement efforts. As part of this action, the District utilized KIT funds to update and improve the cafeteria facility, enhancing the functionality, appearance, and overall student experience within the dining area. These improvements contributed to a positive school climate by ensuring students have access to clean, well-maintained, and student-centered spaces that support student wellness, comfort, and engagement throughout the school day. Action 1.3 supported the District's equity goals by ensuring that unduplicated pupils, including English Learners, socioeconomically disadvantaged students, and students experiencing academic or social-emotional barriers, had access to safe, welcoming, and well-maintained school environments that promote engagement and connectedness to school. Research and local experience demonstrate that the quality and condition of school facilities directly influence students' sense of belonging, attendance, and overall readiness to learn, particularly for students who may experience additional barriers outside of school.

The District believes the investments undertaken via all of the actions within Goal 1, contributed to improved student engagement and supported local school climate and connectedness goals by fostering an environment in which students feel valued, safe, and supported throughout the school day. Collectively, the metrics associated with these LEA-wide contributing actions demonstrate that the District's efforts have been effective in improving or maintaining positive outcomes related to attendance, student engagement, school climate, academic participation, and connectedness for all students, including unduplicated pupils.

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.

Our experience, student achievement on both, the internal assessments and CAASPP, survey feedback and staff feedback all indicate the need to maintain the current level of effort in order to continue to realize high student achievement. For this reason, we do not plan to make any changes to this goal.

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	Make learning fun	Supplement curriculum with small 5 minute on-line educational games that reinforce curriculum but are offered as a reward for completing assigned tasks ahead of time.	$500.00	Yes
1.2	Field Trips	Classroom learning will be reinforced via field trips as determined by the head teacher and education consultant. All field trips shall ensure equal access for students with disabilities	$9,000.00	Yes
1.3	Inviting facility	Maintain the facility in good repair.	$7,500.00	Yes
1.4	Hygiene Kits	Hygiene kits will include, shampoo, conditioner, soap, toothbrushes, toothpaste, deodorant and any other sanitary products, as warranted.	$800.00	Yes
1.5	Student recognition awards	Each quarter, students within each grade will be recognized for most improved, model citizen and perfect attendance.	$1,690.00	Yes
1.6	CAASPP test prep	Students will spend a portion of classroom time through the school year preparing for the CAASPP Math supplements designed for CAASPP.	$5,900.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.8	Electives	Expand upon ASL to continue to build upon students' skills in the acquisition of this language.	$250.00	No
1.10	Art Education	Host an annual Art Gallery Night with student performances and refreshments. Additionally students will have access to a standards aligned arts curriculum via Art in Action.	$700.00	No
1.12	Access to mental health	Provide access to a mental health counselor for students, staff and parents so that issues that hinder student performance may be addressed and resolved.	$9,000.00	Yes
1.13	Curriculum review and update	District staff (teachers) shall review and update the District's curriculum and ensure compliance with state standards and ensure complaince with IEPs as applicable.	$2,500.00	No
1.14	Coordinate dental services to provide on-site access	Our students will gain access to free dental services on campus at least once a year and during emergencies to ensure their continued well being. During the 2025-26 school year, the District secured free on-site dental screenings and preventative check-up services for all 20 students. Based on prevailing market rates for pediatric preventative dental services in Alameda County, the estimated fair market value of these donated services was approximately $3,500. The value was calculated based on the published dental check up rates ranging from $150 to $250 per visit in the District's geographical area. We used the mid-point of $175 and multiplied by the number of students to assign a value of $3,500. These services helped reduce barriers to student health and attendance by improving access to preventative dental care for our predominantly socioeconomically disadvantaged student population. Additionally, we included the cost is our staff that would be accompanying the students during their dental checkups. That cost was based on 6 hours of the employee's time using the actual burdened hourly rate of the employee for a total of $175.	$175.00	Yes

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Increase student proficiency in Math, as measured by California Assessment of Student Performance and Progress (CAASPP), and expand access to Science in order to provide greater opportunities for our students as they transfer to high school and beyond.	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)

An explanation of why the LEA has developed this goal.

Student achievement in Math and Science is at the heart of this goal. It is important for young learners to establish a solid foundation in math and science. In addition to the inherent pleasure students can find exploring these subjects and the self-confidence built by mastery, this essential academic preparation opens doors to financial literacy, critical thinking and healthy decision-making. Moreover, these skills correlate to future successes as the workforce relies on talent proficient in math and science.

With the long-standing reality that U.S. students lag far behind other countries in math and science, it is essential that schools address this disparity in early learning. In math, the United States ranked 28th out of 37 participating countries from the Organization for Economic Cooperation and Development, made up mostly of industrialized democracies that account for a majority of world trade. The most recent results from the National Assessment of Educational Progress (NAEP 2024), released in 2025, indicate that while some gains have occurred in mathematics, performance remains below pre-pandemic levels, and the lowest-performing students have shown little to no improvement. These findings highlight the need for targeted instructional strategies to support students performing at the lowest achievement levels. Based on these facts, we cannot overstate the importance of ensuring our students are proficient in math in order to give them a competitive advantage. We believe that our students gain a good understanding of math concepts as demonstrated by their internal assessment scores. However, this does not translate to standardized tests.

During the 2025-26 school year, we analyzed student CAASPP results to effectively identify and support high-need students. We identified students that were at levels 1 and 2 for math. To address this need, the District implemented research-based strategies to improve student outcomes in mathematics. These include explicit instruction with modeled problem-solving, frequent formative assessment with targeted feedback, and small-group intervention aligned to identified skill gaps. Instruction also emphasizes mathematical discourse and reasoning to support students in meeting the demands of CAASPP performance tasks. In addition, extended learning opportunities provided through the Expanded Learning Opportunities Program (ELOP) offers additional time for targeted support and practice. Collectively, these strategies are intended to accelerate learning and improve performance for students currently performing at Levels 1 and 2 and help close the achievement gap between these students and their peers. The supports identified via this process are reflected in action 2.1, 2.5 and 2.6 and the measurement of success of this action is reflected in metric 2.5 and 2.10.

We have also been ramping up our efforts to ensure our students' success in math to include the following:

1) Prepare students for critical thinking by incorporating instructional practices that encourage critical thinking, such as providing opportunities for students to explain their thinking processes and engage in collaborative problem-solving activities. This emphasis on higher-order thinking skills in daily classroom instruction has shown to make students more proficient in their analytical and reasoning abilities as required by the CAASPP.

2) Align ongoing instruction with strategic thinking to address the misalignment between ongoing classroom instruction and the phrasing of CAASPP questions. Our teachers will develop and implement strategies that familiarize students with the question formats and language conventions used in the assessment. Integrating CAASPP-style questions into classroom assessments and providing explicit instruction on how to approach and decipher the test prompts can help students better understand the expectations and nuances of the questions.

3) Individualized support to meet each student's unique needs. Providing individualized support is crucial for addressing cognitive stressors. Special education students and English Language Learners may require additional accommodations and targeted interventions to ensure their success on the CAASPP. Offering differentiated instruction, personalized learning plans, and additional resources tailored to meet the specific needs of these students can level the playing field and improve their ability to meet CAASPP standards.

Our goal is to design a science curriculum to provide students with two key types of skills—working scientifically, and designing and making. This involves a constructivist and collaborative approach. The curriculum emphasizes the importance of starting with students' own ideas and learning through interactions with objects and materials, and their classmates. Students “create” new knowledge and learn about scientific concepts. Working scientifically involves:

Observing and constructing hypotheses
Predicting
Planning and carrying out investigations, with an emphasis on fair testing
Recording and analyzing results
Sharing and discussing findings
Extending thinking to accommodate new findings

Our students have been exposed to this type of thinking and free exploration for a year now. Their level of engagement, excitement and achievement on assessments speaks to the success of this curriculum. We believe this curriculum will prepare our students for high school and position them for immense success at higher levels of education. For the 2026-27 school year we plan to expand the science curriculum to include "newpaper" style science publications for students to take home to read.

Mountain House places a high value on all of our families including the families of unduplicated students. To ensure our families are engaged, we provide translators and materials that have been translated when needed. We also try to reach out to families to provide extra support - if needed- to encourage the families to be engaged and to participate in our school. We provide additional support to families whose primary language is not English and any other accommodation as needed or requested.

Our students with special needs have benefited from our efforts in ensuring access to academic interventions and multiple supports. Our focus has been and continues to be, on ensuring parents are involved with and take an active role as a member of the Individual Education Program (IEP) team that determines a student's path. We aim for 100% parental participation in the IEP by working with the parents' availability when scheduling meetings. We also work ahead with the parents so they understand the importance of their participation. Action 2.1 and 2.3 are specifically focused to to include the needs of our students with IEPs. All of our staff focus on ensuring parents feel welcome and that the confidentiality of their student is maintained at all times.

We are also engaging in conversations with various agencies to find ways to serve the medical and dental care needs of our students. We have seen instances where our students miss school due to common illnesses because of a lack of family funds to provide over the counter medication. Understanding this great need within our student community, we are trying to finds ways to fill the void and obtain access to services for our 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	Access to supplemental curriculum in math and science	100%	100%	100%	100%	None
2.2	Teacher access to math expert to help formulate effective delivery of instruction	4 hours per teacher per month for a total of 40 hours for the school year	4 hours per month	5 hours total	4 hours per month	short of baseline by 35 hours
2.3	Science experiments (lab) experiences	1 every two weeks for K-4 and weekly for grades 5-8	3 per month for K-4 and 2 per month for 5-8	4 per month for all grade levels	1 every two weeks for K-4 and weekly for grades 5-8	exceeds baseline for K-4 by 2 and no difference for grades 5-8
2.4	Classroom observations of teacher delivery of instruction by Education Consultant	once a week	N/A - replaced with metric 2.8 per guidance from ACOE	N/A - replaced with metric 2.8 per guidance from ACOE	once a week	N/A
2.5	Student math assessment results shared with board to track progress	monthly	monthly	monthly	monthly	None
2.6	% of teachers who participate in professional	There is no baseline data available for this metric as it has not	100%	100%	100%	None - no baseline for this metric

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	development focused on English Language Development (ELD) strategies	been tracked in previous years - new metric				
2.7	Triennial Assessment Completion Rate # of Students with Disabilities who complete at least 50 hours of transition classwork	There is no baseline data available for this metric as there were no students with transition work IEPs- new metric	0% - no students with transition coursework IEP	100%	85%	N/A - no baseline data
2.8	% of teachers who are observed (via Educational Consultant) implementing CA state standards	100% - per internal data logged by the Education Consultant	100%	100%	100%	None
2.9	% of parents/guardians of students who are low-income, English Learner, or Foster Youth who agree or strongly agree that they are involved in their student's school	100% - per 2023-24 annual parent survey	100% per 2024-25 annual parent survey	100%	90%	None
2.10	% of students on lowest achievement level in math per CAASPP that move up to next level	New Metric -14% per 2023-24 CAASPP	TBD - new Metric	0% per 2024-25 CAASPP	10%	below baseline by 14%

Goal Analysis [2025-26]

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

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

The implementation of this goal was seamless. One area where we had to change direction was action 2.2. Our plan was to engage the services of a "live" expert who would be present on campus. The thinking behind this action was that by being present on campus, the "expert" could observe delivery of math instruction and provide pertinent feedback, when necessary, in order to provide the most effective

math instruction to our students. However, due to our remote location, we were unable to procure the services of an on campus math coach. Instead, we procured an online math professional development program that our teachers trained with for 5 hours. Our goal was 4 hours per month. However, both of our teachers are receiving professional development via Alder Graduate School of Education. This training covers a wide range of subjects including ELD and Math. Other than this modification, the implementation of this goal was carried out smoothly and successfully.
Action 2.5 has been discontinued as we have exhausted all of our LREBG funds.

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 2025–26 school year, expenditures for Action 2.1 were lower than originally budgeted, resulting in an underspending of approximately $2,403. The variance occurred because the majority of the curriculum materials associated with this action was purchased and paid for during the 2024–25 fiscal year in preparation for implementation during the 2025–26 school year. The District elected to complete the bulk of the purchase during the earlier fiscal year in order to secure needed instructional materials in advance of implementation and take advantage of favorable purchasing terms and availability. As a result, only a limited number of supplemental or replacement instructional materials were purchased during 2025–26, resulting in lower reported expenditures for the action during the reporting year. Although expenditures appeared lower than anticipated, the District fully implemented the curriculum and continued providing students with access to standards-aligned instructional materials and instructional supports throughout the school year. The curriculum resources supported the District's efforts to provide high-quality instruction and improve student outcomes by ensuring students had access to engaging and rigorous educational materials designed to support academic achievement, classroom participation, and differentiated learning opportunities for all students, including unduplicated pupils and students with special needs.

For Action 2.2 - Targeted Professional Development in Math, The District received access to a complimentary online module resulting in this action not incurring any expenses. However, teachers received 4 hours of targeted online math professional development. Feedback from our teachers was unanimous in that the online module was very beneficial.

Action 2.3 reflected no reported expenditures because the associated curriculum costs were incurred and paid during the prior fiscal year. During the 2024–25 school year, the District's Governing Board approved the acquisition of a targeted science curriculum intended for implementation during the 2025–26 school year. The vendor offered favorable pricing and purchasing terms that made it financially advantageous for the District to complete the purchase during the earlier fiscal year. As a result, the curriculum materials and associated costs were fully expensed in 2024–25, even though the curriculum was implemented and utilized during the 2025–26 school year. Consequently, no additional expenditures were reflected under Action 2.3 during the reporting year. The District continued implementation of the science curriculum during 2025–26 in order to support high-quality instruction, student engagement, and access to standards-aligned instructional materials. The curriculum supported the District's efforts to provide rigorous and engaging science instruction for all students, including unduplicated pupils and students with special needs, through access to instructional resources designed to strengthen academic achievement, critical thinking, and hands-on learning opportunities.

During the 2025–26 school year, expenditures for Action 2.4 – Team Building were significantly lower than originally budgeted, resulting in under-expenditure of approximately $2,403. The reduced expenditures were primarily due to staffing capacity challenges experienced throughout the year. One teacher was absent for significant periods while completing requirements associated with obtaining a teaching

credential. As a result, the remaining teacher assumed additional instructional and operational responsibilities, including increased compliance-related duties associated with Education Code Section 53008. In addition, the remaining teacher also served as a mentor to support the credentialing teacher throughout the program process. The District also experienced additional staff absences during the year related to illness and bereavement, further limiting the capacity to prioritize planned team-building activities. Given these circumstances, the District determined that maintaining core instructional services, student supports, and compliance obligations needed to remain the primary focus during the reporting year. Consequently, formal team-building activities were scaled back and took a secondary priority. Despite these challenges, staff did participate in one self-directed team-building meeting designed to support collaboration, communication, and staff morale. Although the full scope of the originally planned activities was not implemented, the District recognizes the importance of staff collaboration and positive working relationships in supporting a healthy school climate and effective educational program, and intends to revisit expanded team-building opportunities as staffing capacity improves. Our staff feedback indicates a strong sense of community amongst the staff and 100% of the staff report feeling safe on campus.

Expenditures for Action 2.5 – Targeted Assistance exceeded the originally budgeted amount by approximately $8,696. The variance resulted primarily from an adjustment in the allocation of salary and benefit costs associated with the District's Teaching Assistant position, as well as higher-than-anticipated actual salary and benefit expenditures. At the time the LCAP was adopted, the District anticipated allocating the Teaching Assistant position equally between Action 2.5 – Targeted Assistance and Action 4.3, with 50% of the position costs budgeted under each action. However, the actual total salary and benefits cost for the position was approximately $56,716, which exceeded initial estimates. In addition, the accounting allocation ultimately assigned 54% of the position costs to Action 2.5 and 46% to Action 4.3 based on actual service distribution and program support provided during the school year. The District utilized the Teaching Assistant position to provide targeted academic and instructional support to students requiring additional assistance, including unduplicated pupils, students with identified learning gaps, and students needing supplemental intervention support. The increased expenditures under this action reflected the District's continued commitment to providing direct student support services designed to improve student engagement, academic progress, and access to individualized assistance throughout the school year.

During the 2025–26 school year, expenditures for Action 2.6 – Additional Interventions were lower than originally budgeted, resulting in an underspent amount of approximately $5,472. At the time the LCAP was developed, the District utilized its best estimate regarding the anticipated number of students who would participate in Expanded Learning Opportunities Program (ELOP) intervention services, as well as the projected number of instructional and support hours that would be needed to provide these services throughout the school year. Actual student participation and utilization of intervention services were lower than initially projected, resulting in reduced staffing hours and associated program expenditures. Although expenditures were lower than anticipated, the District continued to provide additional intervention and expanded learning opportunities for students who required supplemental academic support during the reporting year. The District recognizes that participation in intervention programs may fluctuate annually based on student needs, family interest, scheduling availability, and individual student progress. The services that were provided continued to support students requiring additional academic assistance, including unduplicated pupils, by offering targeted learning opportunities intended to improve academic performance, engagement, and access to supplemental instructional support.

The reported expenditures for Action 2.7 – Professional Development were approximately $10,100 lower than originally budgeted. The variance was primarily the result of an accounting and funding allocation decision rather than a reduction in professional development activities or services provided to staff. During the reporting year, the District had access to remaining Educator Effectiveness grant funds that were nearing expiration. In order to maximize available restricted funding resources and ensure full utilization of the grant, the District elected

to charge approximately $9,264 of eligible professional development expenditures to the Educator Effectiveness grant rather than to the funding source originally budgeted under Action 2.7. As a result, the expenditures reflected within the LCAP action appear lower than anticipated even though the District substantially implemented the professional development activities originally planned. Because Action 2.7 is identified as a contributing action within the LCAP, the District is limited in its ability to reflect certain expenditures funded through other funding sources within the reported action expenditures. Consequently, the reported underspending does not accurately reflect the actual level of professional development provided during the school year, but rather reflects the accounting methodology and strategic use of available grant funding. The professional development activities implemented during the year continued to support instructional effectiveness, staff capacity building, and improved services for students, including unduplicated pupils, through training and professional learning opportunities designed to strengthen instructional practices, student engagement strategies, and academic interventions.

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

Standards indicate what students should know and be able to do within a particular content area, while curriculum shapes how students will gain the knowledge, skills, and abilities as described in the standards. The goal of a well-designed curriculum should be to ensure that students have a range of opportunities to gain the knowledge, skills, and abilities required by the standards. Research consistently shows that math supplements, targeted teacher professional development, and focused student interventions significantly improve math achievement. High-quality math supplements provide students with additional practice, diverse problem-solving strategies, and real-world applications, reinforcing core concepts and boosting confidence. According to the National Mathematics Advisory Panel, targeted professional development equips teachers with effective instructional strategies, deepens their content knowledge, and enhances their ability to address student misconceptions, all of which directly improve student outcomes. Additionally, targeted interventions — such as small-group instruction or one-on-one support — help identify and close specific learning gaps, with studies from the Institute of Education Sciences showing notable gains in math proficiency for struggling learners. Together, these strategies create a powerful, multi-layered approach that raises student performance and fosters long-term success in mathematics. We believe that providing access to standards aligned curriculum supported by supplemental aids and taught by well trained teachers is crucial to student achievement. These are the guiding principals that support our goal. In our view, actions, 2.1, 2.2, 2.3 and 2.6 go hand in hand in support of our over-arching goal of ensuring our students learn and achieve on State academic standards for math. At MHESD, we are constantly working to address the different learning needs of our students. Utilizing supplemental materials and instructional aides allows for prioritizing and better facilitating the differentiated instruction that our students need. Our efforts have borne great results as witnessed by our students' achievements on the 2024-25 CAASPP. Our students that took the CAASPP in 2023-24 and 2024-25, showed a significant improvement in performance.

Total Repeat Students	6
Hispanic/Socio Economically Disadvantaged	6
% at CAASPP Performance Level 3 & 4	83.33% in 2024-25; 57.14% in 2023-24
% at CAASPP Performance Level 1 & 2.	16.67% in 2024-25; 42.86% in 2023-24

Our students that took the CAASPP for the first time performed at levels 1 and 2. First-time CAASPP test takers often perform at Levels 1 and 2 due to limited prior exposure to the Smarter Balanced assessment structure, including computer-adaptive questioning and multi-step performance tasks. In mathematics, these tasks require not only procedural fluency but also conceptual understanding, problem solving, and the ability to explain reasoning. Students new to the assessment must simultaneously navigate unfamiliar item types and demonstrate grade-

level proficiency, which can suppress initial performance. To address this, we have implemented the following research-based instructional strategies designed to improve student achievement in mathematics:
1) explicit instruction with modeled problem-solving,
2) frequent formative assessment with targeted feedback,
3) small-group intervention aligned to identified skill gaps.
Instruction emphasizes mathematical discourse and reasoning to better align with CAASPP expectations. Additionally, extended learning opportunities provided through ELOP offer supplemental time for targeted support and practice. Collectively, these strategies are intended to accelerate student learning and improve performance outcomes over time.

We believe great teachers create great students. Ongoing professional development (actions 2.4 and 2.7) keeps teachers up-to-date on new research on how children learn, emerging technology tools for the classroom, new curriculum resources, etc. Hence, professional development for our educational staff is significant towards the achievement of goal 2. Again, we are proud to report that 100% of our teachers participated in professional development during the 2025-26 school year.

A tailored science curriculum is especially important for students from socio-economically disadvantaged backgrounds because it addresses opportunity gaps and promotes equitable learning outcomes. Research from the National Science Foundation shows that students in under-resourced communities often lack access to high-quality science materials, hands-on experiments, and real-world applications, which can limit their engagement and achievement in STEM fields. By designing a science curriculum that is culturally relevant, accessible, and responsive to students' lived experiences, the desired outcome of this goal is to increase motivation, comprehension, and retention of scientific concepts amongst our predominantly low-income student population. Studies published in the Journal of Research in Science Teaching highlight that when science instruction connects to students' backgrounds and includes scaffolding and differentiated supports, underrepresented students show significant gains in both academic performance and interest in STEM careers. A tailored approach ensures these learners receive the tools and encouragement they need to thrive, helping to close persistent achievement gaps in science education. Our teachers report that their students are eager and engaged during the science class time. Student participation peaks while the science curriculum is being taught. All of our students have scored letter grades "a" or "b" in science during the 2025-26 school year. For the 2026-27 school year our Education Consultant has been exploring introducing a broader and more in depth science curriculum to build upon the knowledge our students have acquired via the introductory content.

Actions 2.1 (Math Supplements), 2.2 (Math Professional Development), 2.3 (Science Curriculum), 2.5 (Targeted Student Interventions), and 2.6 (Professional Development focused on English Language Development strategies) were measured primarily through Metric 2.10 (% of students at the lowest achievement level in math moving to the next CAASPP performance level), Metric 2.8 (% of teachers observed implementing California State Standards), Metric 2.6 (% of teachers participating in professional development focused on ELD strategies), and Metric 2.5 (Student math assessment results shared monthly with the Board to monitor progress).

The adopted metric most directly associated with measuring the effectiveness of these actions was Metric 2.10. The baseline for this metric was 14% of students moving from the lowest CAASPP achievement level to the next performance level. The District established a Year 3 target of 10%. Based on 2024-25 CAASPP results, 75% of students performing at the lowest achievement levels improved to the next CAASPP performance level, exceeding the baseline by 61 percentage points and substantially surpassing the Year 3 target. These outcomes demonstrate that the combined implementation of supplemental math instruction, targeted interventions, additional learning opportunities, and teacher supports was effective in improving student math achievement among students with the greatest academic need.

Metric 2.8 further demonstrated the effectiveness of these actions. The District maintained 100% implementation of California State Standards as verified through observations conducted by the Education Consultant. This indicates that teachers consistently implemented standards-aligned instructional practices during classroom instruction, which supported improved student outcomes in mathematics.

Metric 2.6 also demonstrated effectiveness, with 100% of teachers participating in professional development focused on English Language Development strategies. This target was fully met and supported teachers in providing differentiated instruction and targeted supports for English Learners and other students requiring additional academic assistance in mathematics.

Additionally, Metric 2.5 demonstrated the District's ongoing monitoring of effectiveness through monthly review of student math assessment results with the Board. This continuous review process enabled timely identification of student learning gaps and informed adjustments to instructional strategies and interventions throughout the school year.

The District also analyzed CAASPP outcomes for returning students to evaluate the effectiveness of these actions over time. Among students who participated in both the 2023-24 and 2024-25 CAASPP administrations, the percentage of students meeting or exceeding standards in mathematics increased from 57.14% to 83.33%, while students performing at Levels 1 and 2 decreased from 42.86% to 16.67%. These measurable outcomes demonstrate that the District's LEA-wide contributing actions were effective in improving mathematics achievement and accelerating learning growth for students receiving targeted supports.

Although first-time CAASPP test takers continued to perform primarily at Levels 1 and 2, the District recognizes that this reflects the challenges associated with initial exposure to the computer-adaptive assessment format rather than a lack of instructional effectiveness. The District will continue implementing these actions in order to sustain growth among returning students and improve outcomes for future first-time test takers.

Services were provided to students with exceptional needs based on their IEP. In addition to a broad course of study offered to all students, students with exceptional needs received additional programs and services as outlined in the student's IEP. These services consisted of push in/pull-out; one to-one and small group instruction, led by a fully credentialed teacher. A variety of academic programs were provided for students based on the goals and objectives written in the students' IEP. Our baseline was 100% access to services as described in the student's IEP and our actual experience was 100% access.

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

We have incorporated the results of our needs assessment into this goal. We analyzed and evaluated the results of CAASPP testing, internal assessments and teacher feedback to determine the students in greatest need for additional interventions. These were students that scored at the lowest achievement level and were also identified by their teachers as needing extra help. For the identified students, our parents and teachers support (as reported on the annual survey) the following:
1) Tailor instruction to meet the unique needs of each student by adjusting the pace, content, and delivery methods.
2) Utilize online math games, interactive software, and virtual manipulatives to create engaging and personalized learning experiences
3) Provide targeted assistance through ELOP, and small-group instruction.

These strategies have been incorporated into our actions (2.1 and 2.5) for this goal

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	Math Supplements	Utilize supplemental math instruction targeted to improve student performance in math. Utilize interactive software, and virtual manipulatives to create engaging and personalized learning experiences for our EL, Low Income and Students with Special Needs.	$350.00	No
2.2	Targeted Math Professional Development	Provide training for our teachers in their delivery of math instruction model to ensure highly effective and targeted instruction to EL and Low Income students	$850.00	Yes
2.3	Tailored Science curriculum	Provide access to a fully compliant science curriculum to meet the needs of the District's EL and Low Income demographic for science education ensuring compliance with IEPs as appropriate.	$2,000.00	Yes
2.4	Team Building	Staff will participate in self directed team building events to be held on days when students are discharged early.	$600.00	No
2.5	Targeted assistance	Provide targeted assistance through small-group instruction via a .5 FTE Teachers' Aide funded with LREBG funds. Using LREBG (Low-Performing Students Block Grant) funds to provide a highly qualified Instructional Aide for targeted 1:1 student support is a research-supported intervention that can significantly improve academic outcomes for struggling learners. Research shows that individualized support allows for immediate feedback, differentiated instruction, and a pace tailored to each student's needs—factors that are especially critical for students performing below grade level (Slavin et al., 2009). Instructional Aides trained in evidence-based strategies can reinforce classroom instruction, provide targeted	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		remediation, and build academic confidence, particularly for students with learning gaps or language barriers. This type of support not only helps close achievement gaps but also fosters a more inclusive learning environment. Investing LREBG funds in dedicated instructional support aligns with the grant's purpose by directly addressing the needs of students who require additional assistance to succeed. Metric 2.10 will be used to measure the success of this action.		
2.6	Additional interventions	Students will be provided access to extra coaching and instruction opportunities each week via an optional extension of the school day. Students will have the option to participate in before and after school Extended Learning Opportunities to work directly with teaching staff in areas that they need help and gain access to a wide array of enrichment activities. Since roughly 75% of our students comprise Special Needs, El and/or Socio-economically we focus on their needs and identify interventions to address those areas of needs. Research has shown that in smaller groups that meet more frequently, teachers can better tailor their instruction to the specific content gaps a student has missed or the skills they need to improve. And it is usually easier for a student to develop a relationship with the teacher they see regularly and in a small group setting. Before and After school learning programs can help students negotiate the complicated task of keeping up with grade-level academic content while concurrently developing their English proficiency, thus reducing the gaps in academic achievement between ELLs and their native English-speaking peers. Our program complements and extends the school day. Since school curricula, are bound by mandates that often impose isolated learning tasks and tight time constraints, the expanded learning programs better serve our ELL students by allowing greater amounts of time to focus on the assigned activities. This makes lessons more personally meaningful to ELL students and offer opportunities for authentic uses of language and support of students' culture. As Hirsh (2011) reports, such activities and projects allow "positive aspects of youth culture to flourish," including "strong relationships, spontaneity, creativity, expressiveness, engagement with music, knowing how to have fun, and idealism." We therefore believe this to be a good intervention for our EL and low income students.	$9,500.00	No

Action #	Title	Description	Total Funds	Contributing
2.7	Professional Development	Professional Development focused on English Language Development (ELD) and math strategies is at the heart of this action. Teachers shall have access to targeted professional development opportunities	$1,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Students will be proficient in the use of technology	Broad Goal

State Priorities addressed by this goal.

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Many of today's high-demand jobs were created in the last decade, according to the International Society for Technology in Education (ISTE). As advances in technology drive globalization and digital transformation, teachers can help students acquire the necessary skills to succeed in the careers of the future.

Technology has transformed the classroom and brought enormous benefits. Technological innovations have opened up a new world of information for students of all ages. Adapting to this exciting new reality can be challenging for both teachers and students, but the advantages are virtually limitless. The interactivity of technology excites the student, drawing them in and increasing engagement. Not only do students feel motivated and energized by technology in the classroom, but they also participate in active learning. Studies show engaged students retain more of what they have learned. It is tempting to use a one-size-fits-all approach with students. It's faster and easier, but not necessarily effective. That is because students are individuals and therefore have different strengths and respond differently to various teaching approaches. Using technology embedded instruction accommodates multiple learning styles and allows education to be delivered in a more personalized manner. Technology allows teachers to communicate and monitor students more efficiently and real-time allowing them to provide assessments and timely interventions. At the same time, familiarity with technology at an early age prepares students for careers in the 21st century. It is with all these benefits in mind, that the District has opted to continue working on Goal 3.

The District developed this goal to ensure all students, including unduplicated pupils, have equitable access to instructional technology, digital literacy skills, and technology-based learning opportunities necessary for academic success and future workforce readiness. In today's increasingly digital and technology-driven world, students must be proficient in communication, collaboration, research, problem-solving, and responsible digital citizenship in addition to foundational academic skills. The District recognizes that students from socioeconomically disadvantaged backgrounds often have fewer opportunities to access advanced instructional technology outside of school. Therefore, ensuring equitable access to modern technology tools and technology-supported instruction remains a critical priority for Mountain House Elementary School District.

Over the course of prior LCAP cycles, the District has invested in student devices, educational software, internet-connected learning tools, and standards-aligned instructional technology to support student learning and increase digital proficiency. Internal observations and classroom performance data indicate that students have become increasingly confident in utilizing educational technology platforms, conducting research, completing digital assignments, and creating presentations using productivity software. These experiences have

strengthened student engagement and supported the development of critical technology skills necessary for success in high school and beyond.

Additionally, the District remains committed to ensuring equitable access to technology-based instruction for English Learners, socioeconomically disadvantaged students, and students with disabilities. Supports such as differentiated instruction, assistive technology, translation supports, and individualized accommodations help ensure all students can meaningfully participate in technology-enhanced learning opportunities.

The District believes that continued investment in instructional technology, digital literacy, and responsible use of emerging educational tools will support student achievement, increase student engagement, reduce opportunity gaps, and better prepare all students for long-term college, career, and workforce success.

The success of this endeavor will be measured by metric 3.4 and 3.5

MHESD places a high value on all of our families including the families of unduplicated students. Being that our school is very small, we do not label our families as “unduplicated” “special needs” etc. Rather, we focus on our entire parent community as a whole and providing additional support to families whose primary language is not English and any other accomodations as needed or requested. For purposes of this goal, we do ensure all communications with parents occur in languages with which the parents are most comfortable. Additionally, we work with our SELPA unit to provide any special accomodation for students with disabilities as may be necessary to optimize their learning experiences.

Our students with special needs have benefited from our efforts in ensuring access to academic interventions and multiple supports. Our focus has been and continues to be, on ensuring parents are involved with and take an active role as a member of the Individual Education Program (IEP) team that determines a student's path. We aim for 100% parental participation in the IEP by working with the parents’ availability when scheduling meetings. We also work ahead with the parents so they understand the importance of their participation. Actions 3.3 and 3.4 take into account the needs of our students with disabilities. All of our staff focus on ensuring parents feel welcome and that the confidentiality of their student is maintained at all times.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Student to Device ratio	1:1	1:1	1:1	1:1	None
3.2	Teacher to Device ratio	1:1	1:1	1:1	1:1	None
3.3	Microsoft Office Suite Proficiency	Based on internal asessment data: 100% of students in grades 5-8 completed 2	Based on internal assessment data 100% of students in grades 5-8 and	Based on internal assessment data 100% of students in grades k-8 (TK	Students will complete 2 powerpoint presentations, one	None

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		powerpoint presentations and submitted 50% or more assignments using microsoft word in 2023-24.	90% in grades 1-3 completed 2 Powerpoint presentations that included charts and graphs and completed one essay use Microsoft word.	excluded) completed 2 presentations and 50 % or more assignments using the Microsoft Office Suite	essay using microsoft word and one spreadsheet with charts and graphs	
3.4	% of teachers using ChaTGPT in daily lesson plans	N/A - new metric. No baseline data exists	TBD - data will be posted in 2025-26	100%	75%	None
3.5	% of students using ChaTGPT to research assignments	N/A - new metric. No baseline data exists	TBD - data will be posted in 2025-26	100% in grades 3-8	80%	none

Goal Analysis [2025-26]

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

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

This goal was implemented seamlessly. We did not experience any challenges in the implementation of this goal.

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 District overspent Action 3.1 by $4,655 because it elected to prepay the MindPlay subscription for three years in advance. The vendor provided a discounted rate for the multi-year commitment, allowing the District to realize overall cost savings over time. Although this resulted in higher expenditures during the current year, the prepaid arrangement is expected to reduce future annual costs while ensuring uninterrupted access to intervention and instructional support services for students.

During the 2025–26 school year, expenditures for Action 3.2 exceeded the originally budgeted amount by approximately $845. The variance resulted from the need to replace and update certain student and instructional technology devices during the reporting year. During the prior year, the District did not incur significant device replacement or update costs because existing technology equipment remained functional and sufficient to support instructional needs. However, during 2025–26, several devices required updates and replacement in order to maintain reliable access to instructional technology and support continued classroom use. The additional expenditures ensured that students and staff maintained access to functional and up-to-date technology resources necessary to support instruction, student engagement, digital

learning opportunities, and access to educational programs. Maintaining reliable technology infrastructure is particularly important for supporting unduplicated pupils and students with special needs by helping ensure equitable access to instructional materials, digital learning platforms, intervention supports, and classroom participation opportunities throughout the school year.

Expenditures for Action 3.3 were lower than originally budgeted, resulting in an underspending of approximately $2,200. The variance occurred because the District became aware during implementation of Microsoft Office's educational licensing structure, which provides student licenses at no additional cost when teacher licenses are purchased through the qualifying education program. At the time the LCAP was developed, the District budgeted for approximately 20 additional student licenses based on the assumption that separate licenses would need to be purchased for both staff and students. However, once the District finalized the licensing agreement, it was determined that the required student licenses were included at no additional cost as part of the teacher licensing package. As a result, the District was able to fully implement the planned technology access and software services while incurring lower-than-anticipated costs. The District continued to provide students and staff with access to Microsoft Office tools and digital learning resources that supported classroom instruction, student collaboration, communication, and technology integration throughout the school year. These resources helped ensure students, including unduplicated pupils and students with special needs, maintained equitable access to essential digital learning tools necessary to support academic participation and educational success.

During the 2025–26 school year, expenditures for Action 3.4 were lower than originally budgeted, resulting in an underspending of approximately $5,100. The variance resulted from a modification to the District's implementation approach regarding student access to artificial intelligence (AI) tools and software licensing. At the time the LCAP was developed, the District anticipated purchasing individual AI software licenses for multiple users. However, during implementation, the District determined that a more controlled and educationally appropriate approach would be to utilize a single shared license under direct staff supervision rather than providing students with individual and unrestricted access to AI tools. This decision was made to ensure responsible, monitored, and age-appropriate use of AI technology while maintaining appropriate instructional oversight and safeguarding student learning. As a result of this revised implementation strategy, the District was able to provide access to AI-supported instructional resources while significantly reducing anticipated licensing costs. Although expenditures were lower than originally projected, students and staff continued to benefit from exposure to instructional technology tools designed to support learning, digital literacy, creativity, and instructional engagement within a structured educational setting. The District believes this approach better aligned with instructional goals, student supervision needs, and responsible technology integration practices while continuing to support equitable access to emerging educational technologies for all students, including unduplicated pupils and students with special needs.

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

The LEA-wide contributing actions within Goal 3 were principally measured through metrics related to student access to instructional technology, student technology proficiency, teacher implementation of educational technology, and student engagement with digital learning tools. The primary metrics used to measure effectiveness included student access to devices and standards-aligned technology programs, student proficiency in utilizing instructional technology, teacher implementation of technology-supported instruction, and participation in technology-based learning activities.

Actions supporting technology access and digital learning opportunities were effective overall in making progress toward the goal. The District maintained 100% student access to instructional technology devices and standards-aligned digital learning platforms throughout the

2025-26 school year. The District also maintained full implementation of classroom technology integration and continued providing students with daily opportunities to utilize digital instructional tools during classroom instruction. These metrics demonstrate that all students, including unduplicated pupils, had equitable access to technology-supported learning opportunities.

The District also utilized student technology performance tasks, classroom observations, and teacher feedback to measure effectiveness of technology implementation. Teachers reported that students demonstrated increased confidence and independence in utilizing educational technology for research, assignments, presentations, and classroom collaboration. Students consistently utilized digital productivity tools and educational software to complete classroom assignments and projects. Based on internal classroom observations and instructional monitoring, students demonstrated proficiency in navigating digital platforms, accessing online curriculum resources, and utilizing technology to support problem-solving and communication skills. These outcomes demonstrate effectiveness in improving student digital literacy skills and technology readiness.

Actions related to technology-supported instruction and digital literacy development were also measured through student engagement indicators and classroom participation. Teachers reported increased student engagement during technology-supported lessons and improved student participation when instructional technology tools were integrated into classroom activities. Student participation in technology-based projects and presentations remained consistently high throughout the school year. These metrics demonstrate that instructional technology positively supported student engagement and participation in learning.

The District additionally evaluated the effectiveness of professional development and teacher implementation of instructional technology. Teachers consistently integrated educational technology into instruction and participated in ongoing professional learning related to digital instructional practices. Classroom observations indicated that technology tools were being used to support differentiated instruction, student collaboration, communication skills, and access to curriculum for English Learners and students requiring additional academic supports. These outcomes demonstrate that the District's technology actions effectively supported classroom instruction and equitable access to learning opportunities.

As part of the District's continuous improvement process, the District evaluated emerging educational technology tools during the 2025-26 school year and determined that transitioning to Yeti Academy for 2026-27 would strengthen implementation of this goal. The District identified the need for a more integrated instructional platform that combines digital productivity tools, instructional supports, and education-specific AI-supported learning resources within a monitored educational environment. This transition supports the continued implementation of the goal while maintaining the primary focus on equitable technology access, digital literacy, and workforce readiness for all students, including unduplicated pupils.

Collectively, the adopted metrics demonstrate that the District's LEA-wide contributing actions were effective in expanding equitable access to instructional technology, improving student digital literacy skills, supporting technology integration within classroom instruction, and increasing student engagement with technology-supported learning opportunities.

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

For the 2026-27 school year, the District is expanding its technology initiative through the implementation of Yeti Academy as a primary instructional technology platform to support classroom instruction and student learning. The District selected Yeti Academy because it integrates instructional technology, artificial intelligence-supported learning tools, digital productivity applications, and standards-aligned instructional supports within a single education-focused platform designed specifically for schools. This transition allows students to access instructional supports, writing tools, research assistance, productivity applications, and AI-supported learning experiences within a monitored educational environment tailored to academic use.

The District's transition to Yeti Academy is intended to strengthen digital literacy and workforce readiness while ensuring students gain experience using emerging educational technologies responsibly and effectively. Rather than treating artificial intelligence as a stand-alone initiative, the District views AI-supported instructional tools as one component of a broader technology strategy focused on improving student engagement, expanding access to learning resources, supporting differentiated instruction, and preparing students for future academic and career environments where technology fluency will be increasingly important.

The District believes Yeti Academy offers several advantages in supporting student learning when compared to standalone productivity software or unrestricted AI platforms. The platform provides an integrated educational environment that combines instructional supports, digital collaboration tools, and monitored AI-assisted learning opportunities designed specifically for K-8 educational settings. This structure allows teachers to better guide student use of technology while supporting responsible digital citizenship, academic integrity, creativity, communication, and problem-solving skills. Like so many of the technologies that have changed the world, artificial intelligence has become ubiquitous and offers revolutionary potential for education. With AI, educators can tailor learning experiences to individual student needs, making education more effective and engaging. As learners, middle school students develop curiosity and critical thinking skills while engaging with challenging subjects. AI tools can complement this developmental stage by engaging students in critically thinking about content and how they can leverage AI tools within their own personal learning journey.

We believe incorporating AI can assist in improving student achievement. By personalizing learning experiences, offering efficient study tools, and accelerating the learning process, we can positively impact student learning and achievement. For this reason, we have added action 3.4 to this goal and the measure of its success lies in in metrics 3.4 and 3.5. Additionally, gains in student achievement on internal and standardized assessments shall be an indicator of the success of this intervention. Other "soft" benefits to be derived from this action include:

1) Personalized Learning - AI algorithms can analyze student data and tailor learning materials, pacing, and feedback to individual needs
2) Efficient Study Tools - AI can serve as a virtual tutor, helping students understand concepts, practice problem-solving, and even revise content.
3) Immediate Feedback: AI can provide instant feedback on student work, helping them identify strengths and weaknesses, which can enhance understanding and learning outcomes.
4) Enhanced Engagement - AI-powered tools can make learning more interactive and engaging, leading to improved student engagement and motivation.
5) Predictive Analytics - AI can analyze data to predict student success and identify potential challenges, allowing for proactive interventions.
6) Content Creation Assistance - AI can help students with tasks like essay writing, research, and presentations, improving their writing and communication skills.

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	Technology embedded lessons	Students will learn utilizing technology-embedded lessons & assignments. Teachers will provide students opportunities to have both formative and summative assessments. This will be accomplished through technology-embedded lessons. using programs such as MindPlay, Renaissance etc.	$1,350.00	No
3.2	Upgrade devices	Ensure access to competitive equipment and software in order to provide state of the art instruction in technology	$4,500.00	No
3.3	Business Software	Students shall gain proficiency in creating Powerpoint Presentations, Creating Word Documents and Creating graphs and charts in Excel	$350.00	Yes
3.4	AI subscription	Early exposure to AI tools plays a transformative role in student achievement and better prepares them for the future.	$350.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Over the remaining two years of this LCAP period, English Learner, and and other students with an identified academic need will demonstrate growth towards meeting or exceeding standards in English Language Arts (ELA) and Math as measured by California Assessment of Student Progress and Performance (CAASPP) test results and local benchmark assessments.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Our analysis of student achievement data indicated a need to continue supporting our EL students as they work towards attaining proficiency in ELA. Student performance data also indicates a need for math interventions for students performing below grade level. Even though the number of students that took the 2024-25 CAASPP was 13, our CAASPP data is not displayed on the CA Schools Dashboard or disaggregated by student group. This issue has been reported to CDE. However, our analysis of our internal CAASPP student assessment data, indicates 55.56% of our low income and Latino students scored below grade level on the math portion of the assessment. This need is echoed by feedback provided by our educational partners, namely our parents and staff. We surveyed our parents and staff to determine the best use of our Equity Multiplier funds. The feedback indicates our educational partners agree that we use these funds to support the following:

1) Implement high-dosage, small-group tutoring for students performing at Levels 1 and 2, delivered multiple times per week and aligned to current classroom instruction.
2) Establish a structured intervention block within the instructional day to provide targeted, skill-based support using diagnostic and formative assessment data.
3) Utilize frequent formative assessments (e.g., exit tickets, quick checks) to identify learning gaps and provide immediate, targeted feedback to students.
4) Deliver explicit, standards-aligned instruction that includes teacher modeling, worked examples, guided practice, and gradual release to independent application.
5) Incorporate mathematical discourse strategies (e.g., student explanation of reasoning, peer discussion, justification of solutions) to strengthen conceptual understanding and
problem-solving skills.
6) Implement spiral review practices to reinforce previously taught concepts and improve long-term retention of mathematical skills.
7) Ensure consistent use of standards-aligned instructional materials with fidelity, supported by pacing guides and monitoring of implementation.

8) Provide job-embedded professional development for teachers focused on effective math instruction, including data analysis, instructional strategies, and intervention practices.
9) Leverage ELOP to provide additional instructional time for targeted math support, prioritizing students performing below standard.
10) Ongoing progress monitoring (every 2–4 weeks) to track student growth, adjust interventions, and ensure students are making measurable progress toward proficiency.
11) Additional instructional materials/aids to foster the language acquisition of our EL students.

The District will implement an adaptive online math intervention platform to provide personalized, targeted instruction for students performing below standard. Students will engage in structured sessions multiple times per week, with staff monitoring progress and providing supplemental support as needed. Equity Multiplier funds will be used to purchase licenses for an adaptive online mathematics program, along with any necessary implementation supports. Funds may also support additional duty time to monitor student progress, facilitate program implementation, and provide targeted intervention aligned to student needs. Students identified for Equity Multiplier support are disproportionately represented among those performing at Levels 1 and 2 on CAASPP mathematics. Research indicates that students at these performance levels benefit from increased instructional time, personalized learning pathways, and frequent feedback. The use of an adaptive online platform allows the District to provide targeted, data-driven instruction that adjusts to individual student needs while expanding access to intervention in a sustainable manner. This approach ensures that students receive additional, differentiated support beyond core instruction.

We plan to improve ELA performance through the actions included in the goal and will measure progress using CAASPP ELA results, local reading level assessment data, and the District's ELA benchmark assessment, differentiated by student group. The 2025 CAASPP data showed 33% of our EL students in the red performance range i.e., below grade level. Our goal is to move these students into the orange performance range. This is corroborated by feedback provided by educational partners indicating a need for additional intervention to foster ELA growth amongst our EL students. In addition, data and educational partner feedback demonstrate a need for additional support for students struggling with math. As such we intend to continue to focus improvement efforts on both, ELA and Math.

Since Mountain House Elementary is an equity multiplier site, we plan to use these funds to support Actions 4.1, 4.2 and 4.4. Using Equity Multiplier funds to provide on line math programs for math intervention is strongly supported by research on closing academic achievement gaps. Supplementary intervention tailored to students' math levels allows for differentiated instruction and better alignment with targeted achievement goals. In mathematics, studies have shown that small-group instruction and individualized support provided by trained aides can lead to meaningful gains for students performing below grade level (Gersten et al., 2009). The Institute of Education Sciences (IES) recommends the use of instructional aides—when well-trained and supervised—as an effective support for Tier 2 and Tier 3 interventions under multi-tiered systems of support (MTSS). Allocating Equity Multiplier funds toward these evidence-based strategies ensures that the lowest-performing students receive targeted, personalized instruction necessary for accelerating learning and long-term academic success.

44.44% of MHESD Low Income and EL students scored below state standards on the math portion of the 2024-25 CAASPP testing. Providing an after-school program for students below grade level in ELA, with a focus on advancing literacy skills and English language development, is a highly effective strategy for improving student outcomes, especially for English Learners (ELs). Research from the U.S. Department of Education shows that extended learning time, such as after-school programs, significantly boosts literacy achievement by offering additional targeted instruction and practice beyond the school day. Studies published in Educational Evaluation and Policy Analysis highlight that tailored after-school interventions improve reading comprehension, vocabulary, and fluency, particularly when they align with

students' individual language development needs. For English Learners, research from the National Literacy Panel on Language-Minority Children and Youth emphasizes that programs prioritizing both English proficiency and academic literacy help close achievement gaps by providing culturally responsive instruction, scaffolding, and meaningful language interactions. By prioritizing services for ELs, we will ensure equitable access to the necessary support for academic success and long-term language development.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Percentage of Mountain House Elementary School EL students students meeting or exceeding standards in ELA	All students: 67% EL students: 67% Latino students: 67%	N/A - new metric	66.67%	75%	exceeds baseline by 0.67%
4.2	Percentage of Mountain House Elementary School low income students meeting or exceeding standards on CAASPP math assessments	All students: 57% Low Income students: 57% Latino students: 57%	N/A - new metric	40%	75%	below baseline by 17%
4.3	Decrease in % of students performing at Level 1 and Level 2 on CAASPP Math assessments	N/A - new metric in 2025-26	N/A - new metric	0%	25%	N/A - no baseline; new metric

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.

During the 2025–26 school year, the District implemented an instructional aide model to provide targeted mathematics support for students performing below standard. While the position was intended to increase individualized assistance, the impact on student outcomes was limited. Challenges in staffing and variability in instructional delivery reduced the effectiveness of this approach in consistently meeting student needs.

Based on this evaluation, the District is shifting to a more structured and scalable model of intervention. Beginning in the upcoming school year, the District will implement an adaptive online mathematics platform combined with targeted teacher-led small-group instruction. This approach allows for individualized learning pathways, consistent delivery of standards-aligned content, and ongoing progress monitoring, while ensuring that students receive direct instructional support from credentialed staff.

This change reflects the District's commitment to using data to refine instructional strategies and to implement more effective, sustainable supports for students performing at Levels 1 and 2.

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.

During the 2025–26 school year, expenditures for Action 4.1 – Ongoing Support for ELA were lower than originally budgeted, resulting in an underspending of approximately $14,472. At the time the LCAP was developed, the District utilized its best estimate regarding the anticipated number of students who would participate in Expanded Learning Opportunities Program (ELOP) intervention services, as well as the projected number of instructional and support hours that would be needed to provide these services throughout the school year. Actual student participation and utilization of intervention services were lower than initially projected, resulting in reduced staffing hours and associated program expenditures. Although expenditures were lower than anticipated, the District continued to provide ongoing support for ELA students via expanded learning opportunities during the reporting year. The District recognizes that participation in intervention programs may fluctuate annually based on student needs, family interest, scheduling availability, and individual student progress. The services that were provided continued to support students requiring additional academic assistance, including unduplicated pupils, by offering targeted learning opportunities intended to improve academic performance, engagement, and access to supplemental instructional support.

Expenditures for Action 4.2 were lower than originally budgeted, resulting in an underspending of approximately $821. At the time the LCAP was developed, the District's educational consultant estimated expenditures based on anticipated subscription costs for instructional periodicals and related educational materials. During implementation, however, the District was able to secure a substantial portion of the periodicals and materials at no cost through gifted subscriptions and donated resources made available in recognition of the socioeconomically disadvantaged status of a significant portion of the District's student population. As a result, the District was able to provide students with access to the planned educational resources while incurring lower-than-anticipated expenditures. The donated materials continued to support student literacy, academic enrichment, and classroom engagement by providing students with access to supplemental reading and informational resources designed to enhance instruction and expand learning opportunities. These resources particularly benefited socioeconomically disadvantaged students by increasing equitable access to high-quality educational materials that students may not otherwise have available outside of the school setting.

Action 4.3 – Ongoing Math Support exceeded the originally budgeted amount by approximately $4,000. The variance resulted primarily from an adjustment in the allocation of salary and benefit costs associated with the District's Teaching Assistant position, as well as higher-than-anticipated actual salary and benefit expenditures. At the time the LCAP was adopted, the District anticipated allocating the Teaching Assistant position equally between Action 2.5 – Targeted Assistance and Action 4.3, with 50% of the position costs budgeted under each action. However, the actual total salary and benefits cost for the position was approximately $56,716, which exceeded initial estimates. In addition, the Alameda County Office of Education accounting allocation ultimately assigned 54% of the position costs to Action 2.5 and 46% to Action 4.3 based on actual service distribution and program support provided during the school year. The District utilized the Teaching

Assistant position to provide 1:1 and small group instruction for students struggling with math and requiring additional assistance, including unduplicated pupils, students with identified learning gaps, and students needing supplemental intervention support. The increased expenditures under this action reflected the District's continued commitment to providing direct student support services designed to improve student engagement, academic progress, and access to individualized assistance throughout the school year.

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

The District's CAASPP ELA results for the identified student cohort indicate a mixed pattern of performance:

50% of students achieved Level 4 (Exceeded Standard)
58% met or exceeded standard (Levels 3 and 4)
41% of students performed below standard (Levels 1 and 2), including:
33% at Level 1

Given the small cohort size, results should be interpreted cautiously; however, clear trends are evident. The assessed cohort represents a student population that is 100% Hispanic and 75% Socioeconomically Disadvantaged. As a result, overall cohort performance reflects the outcomes of the student groups identified for Equity Multiplier funding. The data demonstrates that a majority of students are achieving at or above standard and a significant proportion are exceeding expectations (Level 4). This indicates that core instructional practices are effective for students who are able to access grade-level content and instructional systems are successfully supporting higher-performing students within the cohort.

At the same time, 41% of students are not meeting standard, including a substantial group at Level 1. This indicates that students with the greatest academic need—particularly those with foundational skill gaps—are not yet benefiting sufficiently from existing instructional supports. This is particularly significant given that these students are part of the District's Equity Multiplier population, and research consistently shows that students from socioeconomically disadvantaged backgrounds are more likely to require targeted, intensified academic support.

While core instruction is producing strong outcomes for a portion of students, a significant subgroup within the Equity Multiplier population continues to perform below standard, indicating a need for increased and improved services specifically designed to address learning gaps.

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

Based on our analysis of the effectiveness and ineffectiveness of our strategies deployed during 2025-26, the District will utilize Equity Multiplier funds to implement targeted, data-driven interventions designed to increase and improve services for students performing at Levels 1 and 2. These actions include the use of adaptive instructional technology, structured intervention time, and targeted teacher-led support to provide personalized learning pathways, increased instructional time, and ongoing progress monitoring as reflected in actions 4.4 and 4.5.

These services represent an increase in support beyond the core instructional program and are specifically designed to accelerate learning outcomes for students with the greatest academic need. we have also added metric 4.3 to further analyze the effectiveness of the modified interventions.

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	Ongoing support for ELA	Provide an after-school program for all students below grade level in ELA that focuses on advancing literacy skills and English language development and proficiency based on student need, prioritizing services for students who are English Learners.	$9,000.00	No
4.2	Supplemental Reading Materials	Purchase reading materials for students to use at home. Materials will reflect the intervention strategies being used to support English Learner, and other students with an identified need for intervention. Particulalry, the DIstrict shall procure subscriptions to National Geographic magazine as well as The Week Jr.	$1,000.00	No
4.3	Ongoing support for math	N/A - replaced by 4.5 in 2026-27. Hire a part time Teachers' Assistant to provide 1:1 and small group instruction for students struggling with math.	$0.00	No
4.4	Online math intervention platform	The District will implement an adaptive online math intervention platform (Aleks Math) to provide personalized, targeted instruction for students performing below standard. Students will engage in structured sessions multiple times per week, with staff monitoring progress and providing supplemental support as needed.	$1,000.00	No
4.5	Additional Staff Time	Students will participate in scheduled online math intervention sessions multiple times per week, with staff monitoring progress, analyzing data, and providing supplemental small-group support as needed.	$4,500.00	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
$$37,687	$2,479

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
9.157%	0.000%	$0.00	9.157%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Make learning fun **Need:** Since roughly 75% of our students comprise Special Needs, El and/or Socio-economically disadvantaged, we focus on their needs and identify interventions to address those areas of needs. Our classroom staff have reported that our students' span of attention is limited and they start to lose focus when engaged in core	Since roughly 75% of our students comprise Special Needs, El and/or Socio-economically disadvantaged, we focus on their needs and identify interventions to address those areas of needs. The goal of education is to foster learning and growth in students in order to prepare them to lead productive and meaningful lives. Beyond the academic benefits, there are also advantages related to increased attendance and improvement in behavior. Our students have shown a marked increase in engagement when the school day is	1.1 - District Attendance Rate 1.7 - Students at CAASPP levels 3 & 4 - ELA and 1.8 - Students at CAASPP levels 3 & 4 - 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
	are more likely to get good grades, do well in school, and be hopeful about the future. They also learn more and retain more information when they can relate to what they're learning. An engagement stra tegy that has been proposed by staff and students is to supplement curriculum with small 5 minute on-line educational games that reinforce curriculum but are offered as a reward for completing assigned tasks ahead of time. **Scope:** LEA-wide	broken up with "fun" activities between assignments. Parents and students have communicated how much these little breaks have helped students regain focus and remain engaged throughout the school day. Implementing short, 5-minute online educational games as a reward for completing tasks can be especially impactful for English Learners (ELs), low-income students, and students with disabilities by reinforcing academic content in an engaging, accessible format. Research shows that game-based learning promotes motivation, self-regulation, and content retention—particularly when it incorporates visual, auditory, and interactive elements that support diverse learning needs (Gee, 2007; Al-Azawei et al., 2017). For ELs, these games offer contextualized language practice and vocabulary development, while low-income students benefit from equitable access to technology-rich learning experiences they may not have at home. For students with disabilities, many games incorporate Universal Design for Learning (UDL) features like built-in scaffolds, multimodal instructions, and immediate feedback, allowing for differentiated support. Offering these games as rewards also encourages task completion, fosters a growth mindset, and helps create a classroom environment where effort is both recognized and reinforced in a way that is academically meaningful.	
1.2	**Action:** Field Trips **Need:** Since roughly 75% of our students comprise Special Needs, El and/or Socio-economically	Since roughly 75% of our students comprise Special Needs, El and/or Socio-economically disadvantaged, we focus on their needs and identify interventions to address those areas of needs.	1.1 - District Attendance Rate 1.3 - A broad course of study that includes all required subject areas

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
	disadvantaged, we focus on their needs and identify interventions to address those areas of needs. Field trips give diverse and financially-in-need students equal opportunity to experience things outside classroom that their families may not be able to afford. Since the majority of our students come from low income households, the need for these experiences is felt more keenly at our school. **Scope:** LEA-wide	Many studies have provided evidence of the efficacy of field trips as learning tools as well as a means of stimulating student engagement. A US Travel Association study found that regardless of gender, ethnicity or socioeconomic status, children who take school trips have better grades (59%), higher graduation rates from high school (95%) and college (63%) and greater income (12% higher annually). A well-organized field trip is a foremost example of knowledge transfer. The new layers of thought acquired by students through observation, interaction, and the narrative provided by guides and lecturers, can be applied to day-to-day scenarios, and this includes reaction papers and quizzes. Therefore, it helps them improve the retention of knowledge. For our EL, low income students and students with special needs, a new concept might not register due to a lack of language skills and/or a disability. Thus the concept is not engaging, relatable, or applicable to them. With this, field trips break the barrier of apathy by allowing students to freely interact with subjects like significant objects, places, personalities, and processes. The excursions also sharpen students' observation and perception skills as they engage in sensory-based learning.	aligned with state standards
1.3	**Action:** Inviting facility **Need:** Since roughly 75% of our students comprise Special Needs, El and/or Socio-economically disadvantaged, we focus on their needs and	Since roughly 75% of our students comprise Special Needs, El and/or Socio-economically disadvantaged, we focus on their needs and identify interventions to address those areas of needs. An essential part of the long-term solution to increasing attendance is sustaining a positive learning environment for all students. Overall	1.1 - District Attendance Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	identify interventions to address those areas of needs. Student attendance at Mountain House is a challenging and dynamic issue. We do not rely on chronic absenteeism as an indicator of student engagement as one or two students' absences can cause large swings in chronic absenteeism percentages. Rather, we focus on absences where 2 or more students are absent over a period of 3 days or more. A majority of our students have siblings in school. So when all siblings are absent, it can signify an illness, a lack of transport, a change in the parents' work schedules etc. At the same time, there are global barriers to student attendance that are identified via surveys, informal conversations etc. One of the identified global barriers is addressed via this action Our students' absences in the past were attributed to a lack of interest in coming to school as documented in the annual feedback surveys and conversations with students and parents. The majority of our students come from socio-economically disadvantaged backgrounds. So, when the school facility failed to present an exciting and aesthetically pleasing change from their normal environment, there was no enthusiasm about going to school. Studies have shown that modern aesthetically pleasing facilities positively impact academic outcomes of socio economically disadvantaged students by enhancing self esteem.	building and classroom design also contributes to student outcomes and performance. Studies have shown that aesthetically pleasing educational spaces may improve learning outcomes because of the psychological effects on students. During 2021-22, our facilities underwent an extensive remodel. Not only did we update the classrooms and general school building to make them more inviting and conducive to learning but we also added a playground complete with a play structure. During 2024-25 we undertook renovations and modernization of all restrooms and the kitchen. Our students reported being excited to come to school because everything was "so nice". Our student absences declined in 2022-23 and 2023-24 and attendance has remained largely stable since 2024-25 through 2025-26. We believe that our facilities played a significant role in this decline. Based on parent, staff and student feedback and verifiable attendance data, we believe that continued investment in ensuring the upkeep of our facilities and any additional renovations are vital to the academic engagement and success of our most vulnerable student population.	

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
	Aesthetically pleasing and well-maintained school facilities have been shown to positively impact student achievement, particularly for vulnerable populations such as English Learners (ELs) and students with special needs. Research indicates that the physical environment—including lighting, cleanliness, color, organization, and overall design—directly affects students' emotional well-being, focus, and engagement in learning (Barrett et al., 2015). For EL students, a visually inviting and organized space can reduce anxiety and support comprehension through visual cues and structured layouts, enhancing both language acquisition and content learning. Students with special needs benefit from environments that are sensory-friendly and thoughtfully designed, which can improve behavior regulation and increase time-on-task (Evans, 2006). In both cases, facilities that convey care and intentionality send a strong message of belonging and inclusivity, which is critical for academic confidence and participation. Investing in aesthetically supportive spaces is not just a matter of appearance—it's a matter of equity and access to optimal learning conditions for all students. To enhance student engagement, we undertook a complete remodel of our facilities and we saw an increase in overall student attendance rates from 92.5% in 2022-23 to 95% in 2023-24 and 94.83% in 2024-25. During 2025-26 our 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
	remained fairly consistent with 2024-25 at 94.67%. **Scope:** LEA-wide		
1.4	**Action:** Hygiene Kits **Need:** Since roughly 75% of our students comprise Special Needs, El and/or Socio-economically disadvantaged, we focus on their needs and identify interventions to address those areas of needs. Absenteeism - Poor hygiene may affect a student's physical and mental health. A student may get sick more often causing them to miss school and fall behind in class. If a student has poor hygiene, he/she can become self-conscious or may be bullied causing them to not want to be in school. **Scope:** LEA-wide	Since roughly 75% of our students comprise Special Needs, El and/or Socio-economically disadvantaged, we focus on their needs and identify interventions to address those areas of needs. Hygiene kits provide all students with access to basic necessities to maintain good hygiene. This allows for a sense of equity and belonging. Our experience has demonstrated a positive co-relation between hygiene kits and student attendance. Being that this is a sensitive subject, it is not a topic that we seek feedback on our surveys. However, our attendance data and academic performance of our students bear witness to the success of this intervention. Providing hygiene kits to English Learners (ELs), low-income students, and students with disabilities (SpED) addresses critical barriers to attendance and academic engagement. Studies have shown that inadequate access to basic hygiene products can lead to chronic absenteeism, particularly among students from underserved backgrounds, due to embarrassment, illness, or discomfort (Morrissey et al., 2014; National Center for Children in Poverty, 2017). For EL and SpED students—who may already face additional academic and social challenges—regular	1.1 - District Attendance Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		attendance is vital for consistent instruction, language acquisition, and access to specialized supports. Hygiene kits that include essentials such as soap, deodorant, toothbrushes, and sanitary products promote student dignity, confidence, and health, contributing to a more inclusive and supportive learning environment. By removing this often-overlooked barrier, we have sought to increase attendance rates and improve the academic outcomes of our most vulnerable student populations.	
1.5	**Action:** Student recognition awards **Need:** Since roughly 75% of our students comprise Special Needs, El and/or Socio-economically we focus on their needs and identify interventions to address those areas of needs. There are few opportunities for students from socioeconomically disadvantaged backgrounds to be recognized for any achievements/milestones. Awards and Award Assemblies positively impact disadvantaged students by fostering a sense of pride, boosting self-esteem, and creating a positive school culture. By recognizing and celebrating individual accomplishments, these events motivate students, and encourage them to continue striving for excellence. We struggled with low attendance for many years through 2019. During the COVID pandemic, attendance records were not maintained. As we added interventions to curb chronic absenteeism and tardiness, we have experienced gains in student attendance. It is	Since roughly 75% of our students comprise Special Needs, El and/or Socio-economically we focus on their needs and identify interventions to address those areas of needs. Punitive actions are detrimental towards achieving success. We therefore believe that incentivizing students with rewards and recognition helps realize success. Children who are persistently absent in early elementary are less likely to read at grade level by third grade, less likely to graduate high school, less likely to attend college, and more likely to experience poverty as adults. Recognition of good or improved attendance is a part of creating a school-wide culture and accompanied by our deep commitment to ensuring students are engaged in the school community and the classroom once they show up. It is one part of a tiered attendance system. Our strategy is not to award perfect attendance for a semester or the school year, since the children who struggle will soon be left out. Rather, our perfect attendance recognition encourages students to show up when they aren't too sick to be in school. Our incentive is inclusive for students with special needs. Our goal is relationships, recognition and	1.1 - District Attendance Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	therefore important to continue with these interventions. Since the introduction of attendance enhancing interventions, our student attendance has increased from 92.5% in 2022-23 to 95% in 2023-24 and 94.83% in 2024-25. Student attendance continues to improve with all of the interventions that we have in place, attendance awards being one of them. **Scope:** LEA-wide	incentives are positive ways to help students internalize the value of showing up every day. A reward encourages a habit of showing up. Rewarding perfect attendance helps instill this value early on. And it adds to students' sense of purpose. They're learning and making friends. And they're being recognized for their efforts. Our parents are unanimous in their feedback that rewarding students for perfect attendance is a great way to motivate them and help them develop good habits.	
1.6	**Action:** CAASPP test prep **Need:** Since roughly 75% of our students comprise Special Needs, El and/or Socio-economically disadvantaged, we focus on their needs and identify interventions to address those areas of needs. Historically, our students' math CAASPP scores have been lower than internal assessments. In 2024-25, our internal assessments indicated 62% of our students scored at or above grade level in math. However, our 2024-25 CAASPP results indicate only 41.66% of students scored at or above grade level Moreover, our EL students placed on levels 1 and 2 of the 2024-25 CAASPP assessment as shown below: Total Students: 100%	Since roughly 75% of our students comprise Special Needs, El and/or Socio-economically disadvantaged, we focus on their needs and identify interventions to address those areas of needs. Students report that while taking standardized assessments they are "confused" by the questions. Our teachers and Education Consultant have recommended giving them intense exposure to the format, language and methodology of CAASPP in order to help better prepare them for this assessment. As such we are instituting ongoing test prep using supplemental aids designed primarily for familiarizing students with the test format.	1.7 - Students at CAASPP levels 3 & 4 - ELA; and 1.8 - Students at CAASPP levels 3 & 4 - 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
	EL %: 100% CAASPP Placement Level 1: 50% CAASPP Placement Level 2: 50% In order to assist our students in transferring their knowledge to the standardized tests, we feel it is important to give them increased exposure to the test format, test language and test design etc. **Scope:** LEA-wide		
1.12	**Action:** Access to mental health **Need:** Since roughly 75% of our students comprise Special Needs, El and/or Socio-economically disadvantaged, we focus on their needs and identify interventions to address those areas of needs. Students often do not have access to resources to help them cope with stressors resulting in poor academic performance. This is a more pronounced need in socio-economically disadvantaged students. A study titled "Socioeconomic Differences in Adolescent Stress" found that adolescents from families with lower socio-economic status (SES) are less optimistic than teens from more educated families. This pessimism may be a mechanism through which lower SES increases stress in adolescence.	Since roughly 75% of our students comprise Special Needs, El and/or Socio-economically disadvantaged, we focus on their needs and identify interventions to address those areas of needs. The majority of our students come from backgrounds where the parents' main concern is to put food on the table. The environment to which they are exposed adds many stressors. Language and cultural barriers at school compound the issue. Our Education Consultant and SELPA have recommended giving them access to a mental health counselor will help alleviate these issues thereby allowing for more focused learning. We piloted this action during the 2023-24 LCAP year. The feedback we received from students, parents, staff and Education Consultant was unanimously in favor of continuing with this service. Access to school-based mental health services is critical for improving attendance and academic outcomes among English Learners (ELs) and low-	1.1 - District Attendance Rate 1.2 - Suspension and expulsion rates, 1.4 - Middle School dropouts

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	The feedback from our teachers and SELPA indicates a need for maintaining access to a mental health counselor for all of our students. The stability in our attendance rates at 94.66% (as per Aeries) bears witness to the success of this measure and to the need for continuing with this intervention. Additionally, our 0% suspension and dropout rates (per internal data) are further evidence of the success of this measure. **Scope:** LEA-wide	income students, who often face compounded stressors such as poverty, language barriers, discrimination, and trauma. Research consistently shows that mental health challenges—when unaddressed—can lead to chronic absenteeism, disengagement from school, and lower academic performance (Luthar & Latendresse, 2005; Suldo et al., 2014). EL students may experience cultural adjustment stress and isolation, while low-income students are more likely to encounter housing instability, food insecurity, and community violence—all of which negatively impact their emotional well-being and school participation. School-based mental health services provide accessible, stigma-reducing support that fosters resilience, emotional regulation, and a stronger connection to school (Weist et al., 2018). By addressing these root causes, we strive to create a safer, more inclusive environment that promotes regular attendance and empowers our students to succeed academically.	
1.14	**Action:** Coordinate dental services to provide on-site access **Need:** Since roughly 75% of our students comprise Special Needs, El and/or Socio-economically disadvantaged, we focus on their needs and identify interventions to address those areas of needs. Some of our students' absences are a direct result of minor illnesses that families do not have the means to address. Consequently, students miss school. According to our internal attendance records, during 2025-26, 52% of	Since roughly 75% of our students comprise Special Needs, El and/or Socio-economically disadvantaged, we focus on their needs and identify interventions to address those areas of needs. Most of our students are eligible for county-supported health services. By arranging access to on-site dental services, the District reduces barriers that often prevent students from receiving preventative and routine dental care. Untreated dental issues can lead to pain, infection, difficulty eating and sleeping, and inability to concentrate in class, all of which negatively impact school attendance and academic performance. Providing	1.1 - District Attendance Rate 1.2 - Suspensions and Expulsions 1.3 - A broad course of study that includes all required subject areas aligned with state standards 1.4 - Middle School dropouts 1.5 - Access to standards aligned curriculum 1.6 - Williams Compliance

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	our students' absences were a direct result of minor illnesses that could have been curtailed with easier access to medical help. **Scope:** LEA-wide	dental services on campus reduces the need for students to miss instructional time for off-site appointments and allows health concerns to be addressed before they become emergencies. This action is particularly beneficial for low-income students, English Learners (ELs), and students with disabilities, who are disproportionately impacted by barriers to healthcare access, including lack of transportation, limited provider availability, language barriers, and financial hardship. Research has consistently shown that dental pain and poor oral health are significant contributors to chronic absenteeism and decreased classroom engagement among underserved student populations (Jackson et al., 2011). School-based dental services help mitigate these barriers by providing convenient access to preventative care and early intervention in a familiar environment. A 2010 study titled Healthier Students Are Better Learners: A Missing Link in School Reforms to Close the Achievement Gap found that educational progress is significantly limited when students are not healthy enough to fully engage in learning. The study concluded that health-related barriers disproportionately affect low-income and disadvantaged student groups and that addressing those barriers can improve both educational and health outcomes. By improving students' access to dental care, the District seeks to reduce avoidable absences, improve student comfort and readiness to learn, and support greater academic engagement and achievement. Reducing oral health disparities is therefore an important	1.7 - Students at CAASPP levels 3 & 4 - ELA 1.8 - Students at CAASPP levels 3 & 4 - Math 1.9 - % of English Learner students reclassified as Fluent English Proficient

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
		component of the District's efforts to promote educational equity and improve outcomes for unduplicated pupil groups. This is why reducing these health disparities is a fundamental part of our 2026-27 LCAP.	
2.1	**Action:** Math Supplements **Need:** Since roughly 75% of our students comprise Special Needs, El and/or Socio-economically disadvantaged, we focus on their needs and identify interventions to address those areas of needs. Statewide, EL and low income students' math CAASPP results are disproportionately lower than other students. Since the majority of our students fall within this demographic, the issue is relevant to us. According to the 2024-25 CAASPP data, 58% of our students place below grade level in math. This is a significant decline over prior results and we do have our work cut our for us. We believe that true success is only achieved when every student reaches or exceeds grade-level expectations on standardized state assessments. Until each student meets this benchmark, our work remains unfinished. These assessments provide a critical measure of academic progress and equity, and our goal is to ensure that no student is left behind in mastering the skills necessary for lifelong learning. **Scope:**	Since roughly 75% of our students comprise Special Needs, El and/or Socio-economically disadvantaged, we focus on their needs and identify interventions to address those areas of needs. Our math curriculum does not mirror CAASPP format causing difficulties for our students while taking the CAASPP assessment. Switching to a curriculum that mirrors CAASPP format will help enhance student math performance. Purchase of supplemental math instructional programs is a strategic investment in closing achievement gaps and improving student performance on the California Assessment of Student Performance and Progress (CAASPP) in mathematics. Research shows that targeted interventions using evidence-based supplemental programs significantly enhance mathematical understanding, especially when aligned with state standards and designed to address specific student learning gaps (Gersten et al., 2009; National Mathematics Advisory Panel, 2008). High-quality supplemental programs that provide diagnostic assessments, scaffolded instruction, and adaptive learning pathways have demonstrated effectiveness in increasing math proficiency rates across diverse student populations (What Works Clearinghouse, 2021). Additionally, such programs can be used during intervention periods, after-school tutoring, or summer learning to provide extended opportunities	1.8 - Students on CAASPP levels 3 & 4 - 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
		for math skill development. Given the historical underachievement of our students on CAASPP math scores, investing in these supports aids to mitigate learning loss and accelerate recovery, particularly for students most impacted by disrupted instruction.	
2.2	**Action:** Targeted Math Professional Development **Need:** Since roughly 75% of our students comprise Special Needs, El and/or Socio-economically disadvantaged, we focus on their needs and identify interventions to address those areas of needs. Statewide, EL and low income students' math CAASPP results are disproportionately lower than other students. Since the majority of our students fall within this demographic, the issue is relevant to us. According to the 2024-25 CAASPP data, 58% of our students place below grade level in math. While this is a significant decline over prior results, we do have our work cut our for us. We believe that true success is only achieved when every student reaches or exceeds grade-level expectations on standardized state assessments. Until each student meets this benchmark, our work remains unfinished. These assessments provide a critical measure of academic progress and equity, and our goal is to ensure that no student is left behind in mastering the skills necessary for lifelong learning.	Since roughly 75% of our students comprise Special Needs, El and/or Socio-economically disadvantaged, we focus on their needs and identify interventions to address those areas of needs. Exposing our teachers to different teaching strategies deployed by their peers will give expand their toolkit. They will have a wider array of skills to use in helping their students achieve success on standardized testing. Teaching the teachers to teach math in a manner that is more conducive to student success will help with student achievement. Targeted professional development in mathematics plays a vital role in improving CAASPP scores for English Learners (ELs) and low-income students by equipping teachers with strategies to address learning gaps and promote deeper conceptual understanding. Research demonstrates that when educators engage in sustained, content-specific training that emphasizes language-rich instruction, scaffolding, and culturally responsive practices, they are better able to support ELs in accessing rigorous math content (Aguirre & Bunch, 2012). For low-income students, professional development helps teachers adopt high-leverage instructional practices that increase engagement and promote mathematical reasoning, which are key factors in academic	1.8 - Students on CAASPP levels 3 & 4 - 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
	Scope: LEA-wide	success (Darling-Hammond et al., 2017). Moreover, effective math PD often incorporates data-driven instruction, collaborative planning, and formative assessment—all of which have been shown to positively impact standardized test performance, including on assessments like the CAASPP (Yoon et al., 2007). For these reasons, we believe that investing in math professional development is a proven approach to narrowing achievement gaps and ensuring our students receive equitable, high-quality math instruction.	
2.3	**Action:** Tailored Science curriculum **Need:** Since roughly 75% of our students comprise Special Needs, El and/or Socio-economically disadvantaged, we focus on their needs and identify interventions to address those areas of needs. The majority of our students come from disadvantaged backgrounds. In a 2015 study, Kena et al, concluded that students who attend K-12 schools where a majority of students qualify for free or reduced-price lunch are less likely to have teachers who receive the resources they need to teach math, are less likely to experience hands-on science activities, and have less access to science labs and materials. Further illustrating the connection between economic disadvantage and race/ethnicity, only 10% of students from high-minority high schools (where at least 40% of the students are Black or Hispanic) earned a STEM degree within six years of high school	Since roughly 75% of our students comprise Special Needs, El and/or Socio-economically disadvantaged, we focus on their needs and identify interventions to address those areas of needs. Science instruction in elementary school can help students develop strong critical thinking skills, problem-solving, creativity, and curiosity. Students want to know about the world around them. Integrating science instruction in every content area increases student engagement, improves critical thinking skills, and builds connections across the curriculum to improve cognition. Giving students access to a well designed science curriculum will help put them at par with their peers. Access to a fully compliant, standards-aligned science curriculum is critical for promoting academic equity and success among English Learners (ELs), students with disabilities (SpED), and low-income students. Research shows that science education enhances critical thinking, problem-solving, and language development—skills that are especially valuable for ELs when	2.3 - Science experiments (lab) experiences

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
	graduation, as compared to 17% from low-minority schools. Until 2023-24, our students did not have access to an updated science curriculum. As STEM education continues to gain importance, our students' only access and exposure to science is via curriculum. Our science curriculum has been specifically developed to address the needs of our student population. It is intentionally designed to address systemic barriers and educational gaps these learners may face. Unlike standard curricula, it emphasizes hands-on, inquiry-based learning with accessible materials to build engagement and foster curiosity. The content is scaffolded to reinforce foundational skills, integrate real-world relevance, and incorporate culturally responsive teaching. Additional support structures—such as language assistance, and group projects—are also embedded to ensure students can succeed academically and envision pathways into scientific fields. The goal is not only to teach science, but to empower. **Scope:** LEA-wide	instruction includes hands-on learning and academic language support (Lee et al., 2013). For SpED students, access to curriculum that aligns with their Individualized Education Programs (IEPs) ensures legal compliance and promotes meaningful participation through differentiation, accessibility features, and scaffolded instruction (Thurlow et al., 2012). Low-income students often face opportunity gaps in STEM exposure, making a strong, inquiry-based science program essential to prepare them for higher education and future careers in high-demand fields (National Research Council, 2012). Ensuring that all students receive a science education that meets district and federal standards is not only a compliance issue but a matter of educational justice and long-term academic empowerment.	
2.7	**Action:** Professional Development **Need:** Since roughly 75% of our students comprise Special Needs, El and/or Socio-economically disadvantaged, we focus on their needs and	Since roughly 75% of our students comprise Special Needs, El and/or Socio-economically disadvantaged, we focus on their needs and identify interventions to address those areas of needs.	2.6 - % of teachers who participate in professional development focused on English Language Development (ELD) strategies

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
	identify interventions to address those areas of needs. Nationwide, the achievement gap for EL and low income students is large and widespread. Locally, our students also exhibit gaps in academic outcomes for EL and low income students compared with other students. According to the 2024-25 CAASPP results, our low income students' on average scored 3 points above other students in math and 12 points below other students in ELA. During 2024-25, 75% of the students taking the CAASPP were low income. Of this group, 44.44% scored above standard in ELA and 25% scored above standard in Math. The data indicate the need for this intervention as it is positively impacting student achievement and closing the achievement gap. **Scope:** LEA-wide	Because teacher certification programs provide so little preparation for those who will teach English language learners, it's up to professional development to fill in the gaps. The Common Core State Standards (CCSS) define the knowledge and skills in English language arts and mathematics that students need for success in college and careers upon high school graduation. These widely adopted documents create powerful, unique and unprecedented opportunities to design and implement high quality education. Targeted professional development will help build the knowledge, strategies and skills of our teachers in helping EL students integrate language development scaffolds at varying levels of English proficiency. Our professional development will combine information on teachers' skills and felt needs with English learner classification data (for current and former ELLs) and performance data to determine where professional development would help build teacher capacity. In doing so, we believe we will be best able to help our EL and low income students achieve academic success. High-quality teacher professional development (PD) is strongly linked to improved academic outcomes for English Learners (ELs) and low-income students. Research shows that when educators receive targeted, sustained training in culturally responsive instruction, language acquisition strategies, and differentiated teaching, they are better equipped to meet the diverse needs of these student populations (Darling-Hammond et al., 2017; Calderón et al., 2011). For ELs, PD focused on integrating language	

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
		development with content instruction helps close achievement gaps by supporting both literacy and conceptual understanding. Low-income students benefit when teachers are trained to implement trauma-informed practices, build strong relationships, and create inclusive classroom environments that foster engagement and persistence. Furthermore, effective PD increases teacher confidence and instructional quality, both of which are critical factors in raising student achievement (Yoon et al., 2007). Investing in teacher professional development is thus a direct investment in equity, access, and long-term student success.	
3.3	**Action:** Business Software **Need:** Since roughly 75% of our students comprise Special Needs, EI and/or Socio-conomically disadvantaged, we focus on their needs and identify interventions to address those areas of needs. Our students do not have the type of access to real world technologies that their peers do. The Microsoft Office Suite has many applications that students use on a daily basis to complete assignments, collaborate with others etc. Our students are deprived of this access **Scope:** LEA-wide	In the 21st century, digital literacy is as crucial as traditional literacy. Computers are pivotal in equipping students with essential skills for the modern world. Proficiency in using computers and digital tools is not just an advantage but a necessity. It opens doors to various career opportunities and empowers students to thrive in an increasingly digital workforce. Proficiency in digital tools such as Microsoft PowerPoint, Word, and Excel is essential for equipping low-income students and students with disabilities with the skills necessary for academic success and future workforce readiness. Research highlights that digital literacy is a key component of 21st-century learning, fostering communication, critical thinking, and self-advocacy—particularly important for students who face systemic barriers (ISTE, 2016; Al-Azawei et al., 2017). Mastery of PowerPoint enables students to effectively organize and present their ideas, while Word builds essential writing and formatting skills critical	3.3 Microsoft Office Suite Proficiency

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		for school assignments and real-world documentation. Excel supports data literacy and numeracy by allowing students to visualize and interpret information through graphs and charts, a skill highly valued in both postsecondary education and modern workplaces (OECD, 2019). For students with disabilities, these tools—especially when paired with accessibility features—offer alternative modes of expression and engagement, supporting Universal Design for Learning (UDL) principles. Ensuring that all students, especially those from underserved backgrounds, are proficient in these programs helps close the digital divide and prepares them for meaningful participation in academic and career pathways. According to a study by the National Training and Simulation Association, students who learn with computer-based simulations score 75% better on assessments than those who learn through traditional methods. Introducing students to state-of-the-art software that not only has academic implications but real world applications as well, better prepares them for future successes.	
3.4	**Action:** AI subscription **Need:** Since roughly 75% of our students comprise Special Needs, El and/or Socio-economically disadvantaged, we focus on their needs and identify interventions to address those areas of needs. Our students do not have the type of access to real world technologies that their peers do. Since AI is poised to dominate the global	Providing access to artificial intelligence (AI) tools in elementary and middle schools can play a transformative role in closing educational gaps for low-income students, students with special needs, and English Learners (ELs). Research indicates that AI-powered educational platforms can offer highly personalized learning experiences, adapting to students' unique needs and pacing—particularly beneficial for students who may not receive individualized support in traditional classroom settings (Pane et al., 2015; Holmes et al., 2019). For ELs, AI can provide real-time language	3.4 and 3.5 measuring the percentage of teachers and students using AI tools

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
	schools and market spaces, it is important to expose our students to this latest technological innovation that our students would otherwise be deprived of. Access to artificial intelligence (AI) tools is increasingly essential for English Learners (ELs) and low-income students, both to support immediate academic success and to prepare them for participation in a rapidly evolving, tech-driven workforce. Without equitable access to AI, these students risk falling behind not only academically but also in the development of digital fluency and computational thinking—skills that are increasingly foundational in college and career readiness standards. **Scope:** LEA-wide	translation, vocabulary scaffolding, and pronunciation support, facilitating stronger engagement and comprehension (Zhou et al., 2020). Students with disabilities benefit from AI tools that include text-to-speech, predictive typing, and adaptive feedback features, which support Universal Design for Learning (UDL) and promote greater independence (Al-Azawei et al., 2017). Furthermore, early exposure to AI cultivates digital literacy and computational thinking—critical skills for future academic and career success—ensuring that underserved student populations are not left behind in a technology-driven world. Ensuring equitable access to AI in education is not only an inclusion issue but a necessary step toward long-term opportunity and empowerment.	
4.1	**Action:** Ongoing support for ELA **Need:** Analysis of District CAASPP results, Renaissance benchmark assessments, classroom performance data, and teacher observations indicates that several students, including English Learners and socioeconomically disadvantaged students, are performing below grade level in English Language Arts (ELA). Local assessment data demonstrates that students requiring additional literacy intervention continue to experience challenges in reading comprehension, vocabulary development, written expression, and academic language	Action 4.1 addresses this identified need by providing an after-school intervention program focused on advancing literacy skills, English language development, reading comprehension, vocabulary acquisition, writing skills, and academic language proficiency for students performing below grade level in ELA. Services will prioritize English Learners and other students identified through benchmark assessments, classroom performance, and teacher recommendations as requiring additional literacy support. The after-school program will provide students with additional instructional time beyond the regular school day in a small-group setting that allows for differentiated instruction and targeted intervention aligned to individual student needs.	Metric 4.1, 4.2 and 4.3

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	proficiency. The District's internal data also indicates that English Learners require additional opportunities to develop English language proficiency and literacy skills in order to fully access grade-level curriculum and demonstrate mastery of California State Standards. Because Mountain House Elementary School District serves a small student population with a high percentage of unduplicated pupils, including approximately 75% socioeconomically disadvantaged students and 30% English Learners, targeted academic interventions and expanded learning opportunities are necessary to address learning gaps and accelerate academic growth. Analysis of benchmark assessment data and CAASPP results indicates that students performing below grade level benefit from additional instructional time, small-group intervention, differentiated instruction, and targeted literacy support focused on foundational reading and academic language skills. **Scope:**	Instructional supports will include guided reading, targeted vocabulary development, fluency practice, writing support, and English language development strategies designed to improve access to grade-level curriculum and strengthen academic achievement in ELA. This action is being provided on an LEA-wide basis because the District's low enrollment and high percentage of unduplicated pupils make it impracticable to provide the service only to identified students without affecting the educational program as a whole. However, the District expects that English Learners and other students with identified academic needs will receive the greatest benefit from this action because the services are specifically designed to address the literacy and language development barriers reflected in assessment and classroom performance data.	

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.

N/A - no additional concentration grant 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	2.5:17	N/A
Staff-to-student ratio of certificated staff providing direct services to students	1:17	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	$411,581	$37,687	9.157%	0.000%	9.157%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$42,465.00	$25,700.00	$0.00	$6,200.00	$74,365.00	$16,525.00	$57,840.00

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	Make learning fun	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	2025-27	$0.00	$500.00	$500.00				$500.00	
1	1.2	Field Trips	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	On going	$0.00	$9,000.00	$9,000.00				$9,000.00	
1	1.3	Inviting facility	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	On going	$0.00	$7,500.00	$7,500.00	$0.00			$7,500.00	
1	1.4	Hygiene Kits	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	On going	$0.00	$800.00	$800.00				$800.00	
1	1.5	Student recognition awards	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	On going	$0.00	$1,690.00	$1,690.00				$1,690.00	
1	1.6	CAASPP test prep	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$0.00	$5,900.00	$5,900.00				$5,900.00	
1	1.8	Electives	All	No			All Schools	On going	$0.00	$250.00	$250.00				$250.00	
1	1.10	Art Education	All	No			All Schools	On going	$0.00	$700.00		$700.00			$700.00	
1	1.12	Access to mental health	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	ongoing	$0.00	$9,000.00	$9,000.00				$9,000.00	
1	1.13	Curriculum review and update	All	No			All Schools	Ongoing	$2,500.00	$0.00	$2,500.00				$2,500.00	
1	1.14	Coordinate dental services to provide on-site access	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$175.00	$0.00	$175.00				$175.00	
2	2.1	Math Supplements	All	No			All Schools	On going	$0.00	$350.00				$350.00	$350.00	

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	Targeted Math Professional Development	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	ongoing	$0.00	$850.00	$850.00				$850.00	
2	2.3	Tailored Science curriculum	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	On going	$0.00	$2,000.00	$2,000.00				$2,000.00	
2	2.4	Team Building	All	No			All Schools	2024-27	$0.00	$600.00	$600.00				$600.00	
2	2.5	Targeted assistance	All	No			All Schools		$0.00	$0.00	$0.00				$0.00	
2	2.6	Additional interventions	All	No			All Schools	On going	$0.00	$9,500.00		$9,500.00			$9,500.00	
2	2.7	Professional Development	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	On going	$0.00	$1,000.00	$1,000.00				$1,000.00	
3	3.1	Technology embedded lessons	All	No			All Schools	On going	$0.00	$1,350.00				$1,350.00	$1,350.00	
3	3.2	Upgrade devices	All	No			All Schools	On going	$0.00	$4,500.00				$4,500.00	$4,500.00	
3	3.3	Business Software	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	On going	$0.00	$350.00	$350.00	$0.00			$350.00	
3	3.4	AI subscription	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$350.00	$0.00	$350.00				$350.00	
4	4.1	Ongoing support for ELA	All	No			All Schools Specific Schools: Mountain House Elementary	2025-2027	$9,000.00	$0.00		$9,000.00			$9,000.00	
4	4.2	Supplemental Reading Materials	All	No			Specific Schools: Mountain House Elementary School	2025-27	$0.00	$1,000.00		$1,000.00			$1,000.00	
4	4.3	Ongoing support for math	All	No			Specific Schools: Mountain House Elementary School	2025-27	$0.00	$0.00		$0.00			$0.00	
4	4.4	Online math intervention platform	All	No				2026-27	$0.00	$1,000.00		$1,000.00			$1,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
4	**4.5**	Additional Staff Time	All	No				2026-27	$4,500.00	$0.00		$4,500.00			$4,500.00	

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
$411,581	$37,687	9.157%	0.000%	9.157%	$39,115.00	0.000%	9.504 %	**Total:**	$39,115.00
								LEA-wide Total:	$39,115.00
								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	**1.1**	Make learning fun	Yes	LEA-wide	English Learners Low Income	All Schools	$500.00	
1	**1.2**	Field Trips	Yes	LEA-wide	English Learners Low Income	All Schools	$9,000.00	
1	**1.3**	Inviting facility	Yes	LEA-wide	English Learners Low Income	All Schools	$7,500.00	
1	**1.4**	Hygiene Kits	Yes	LEA-wide	English Learners Low Income	All Schools	$800.00	
1	**1.5**	Student recognition awards	Yes	LEA-wide	English Learners Low Income	All Schools	$1,690.00	
1	**1.6**	CAASPP test prep	Yes	LEA-wide	English Learners Low Income	All Schools	$5,900.00	
1	**1.12**	Access to mental health	Yes	LEA-wide	English Learners Low Income	All Schools	$9,000.00	
1	**1.14**	Coordinate dental services to provide on-site access	Yes	LEA-wide	English Learners Low Income	All Schools	$175.00	
2	**2.2**	Targeted Math Professional Development	Yes	LEA-wide	English Learners Low Income	All Schools	$850.00	

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 (%)
2	2.3	Tailored Science curriculum	Yes	LEA-wide	English Learners Low Income	All Schools	$2,000.00	
2	2.7	Professional Development	Yes	LEA-wide	English Learners Low Income	All Schools	$1,000.00	
3	3.3	Business Software	Yes	LEA-wide	English Learners Low Income	All Schools	$350.00	
3	3.4	AI subscription	Yes	LEA-wide	English Learners Low Income	All Schools	$350.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$184,350.00	$220,616.92

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**	Make learning fun	Yes	$1,500.00	0
1	**1.2**	Field Trips	Yes	$3,500.00	$3,387
1	**1.3**	Inviting facility	Yes	$2,500.00	$82,166.41
1	**1.4**	Hygiene Kits	Yes	$1,150.00	$191.46
1	**1.5**	Perfect attendance awards	Yes	$1,250.00	$34.38
1	**1.6**	CAASPP bootcamp	Yes	$1,500.00	$204.98
1	**1.8**	Electives	No	$500.00	$379.01
1	**1.10**	Art Education	No	$1,500.00	$2,245.38
1	**1.12**	Access to mental health	Yes	$13,520.00	$8,000
1	**1.13**	Curriculum review and update	No	$2,500.00	$2,500

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)
1	1.14	Coordinate medical and dental services with Alameda County Health Services	Yes	$1,500.00	0
2	2.1	Math supplements	Yes	$2,500.00	$96.75
2	2.2	Targeted Math Professional Development	Yes	$1,200.00	0
2	2.3	Tailored Science curriculum	Yes	$4,000.00	0
2	2.4	Team Building	No	$4,500.00	$97.11
2	2.5	Targeted assistance	No	$22,000.00	$30,696
2	2.6	Additional interventions	No	$15,000.00	$9,528
2	2.7	Professional Development	Yes	$44,300.00	$34,200.01
3	3.1	Technology embedded lessons	No	$2,500.00	$7,155
3	3.2	Upgrade devices	No	$2,650.00	$3,515.86
3	3.3	Business Software	Yes	$2,500.00	$312.45
3	3.4	ChaTGPT subscription	Yes	$5,280.00	$180
4	4.1	Ongoing support for ELA	No	$24,000.00	$9,528
4	4.2	Supplemental Reading Materials	No	$1,000.00	$179.54

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)
4	**4.3**	Ongoing support for math	No	$22,000.00	$26,019.58

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)
$33,405	$55,400.00	$36,402.79	$18,997.21	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Make learning fun	Yes	$1,500.00	$0		
1	1.2	Field Trips	Yes	$3,500.00	$3,387		
1	1.3	Inviting facility	Yes	$2,500.00	$438.46		
1	1.4	Hygiene Kits	Yes	$1,150.00	$191.46		
1	1.5	Perfect attendance awards	Yes	$1,250.00	$34.38		
1	1.6	CAASPP bootcamp	Yes	$1,500.00	$204.98		
1	1.12	Access to mental health	Yes	$13,520.00	$8,000		
1	1.14	Coordinate medical and dental services with Alameda County Health Services	Yes	$1,500.00	$0		
2	2.1	Math supplements	Yes	$1,000.00	$96.75		
2	2.2	Targeted Math Professional Development	Yes	$1,200.00	$0		
2	2.3	Tailored Science curriculum	Yes	$4,000.00	$0		
2	2.7	Professional Development	Yes	$15,000.00	$23,557.31		
3	3.3	Business Software	Yes	$2,500.00	$312.45		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	**3.4**	ChaTGPT subscription	Yes	$5,280.00	$180		

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)
$411,080	$33,405	0.00	8.126%	$36,402.79	0.000%	8.855%	$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).

California Department of Education
November 2024