

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Chualar Union School District

CDS Code: 27 65995 6026082

School Year: 2025-26

LEA contact information:

Ruben Pulido

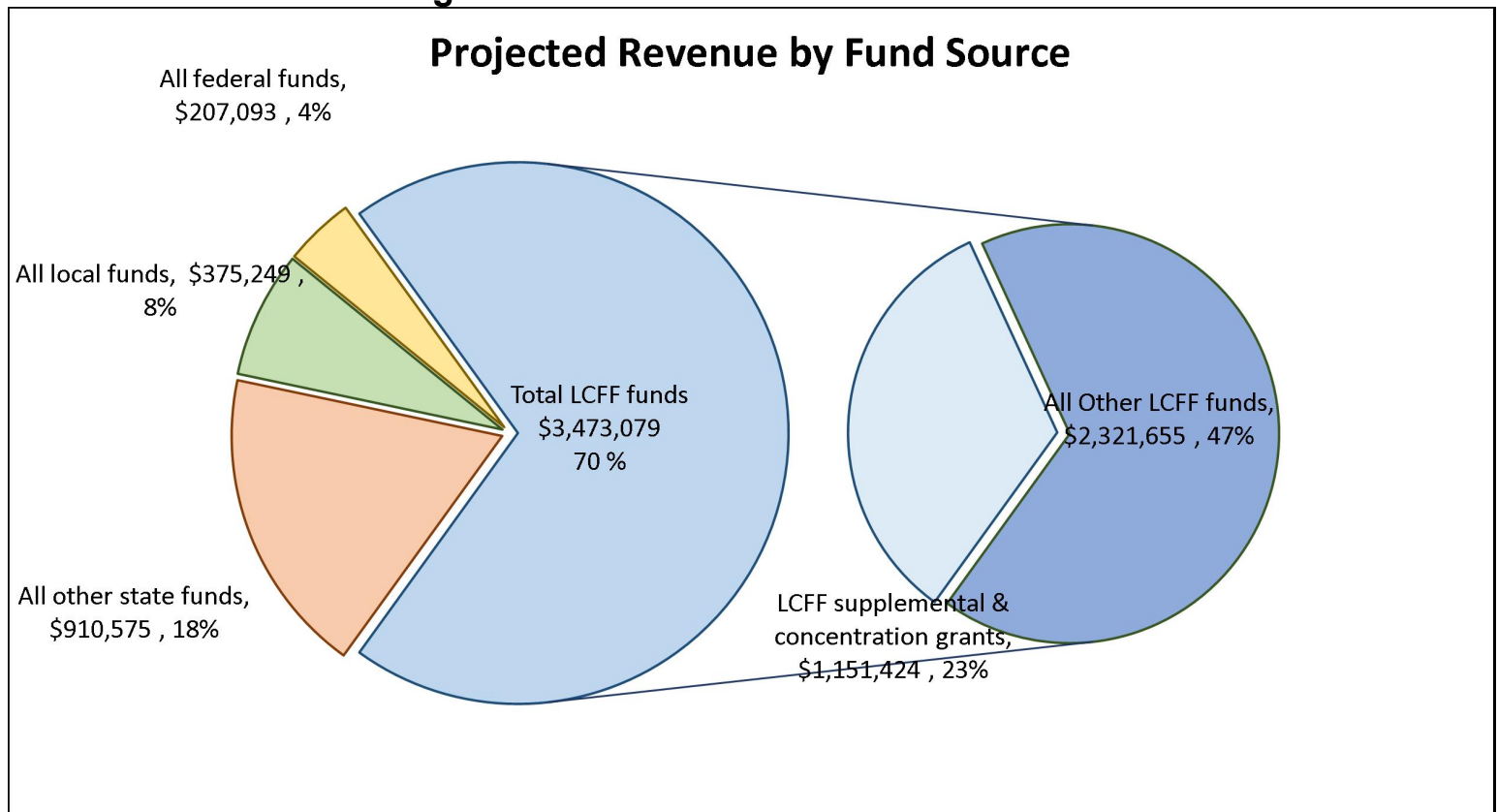
Superintendent/Principal

rpulido@chualarUSD.org

831-679-2313

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 2025-26 School Year

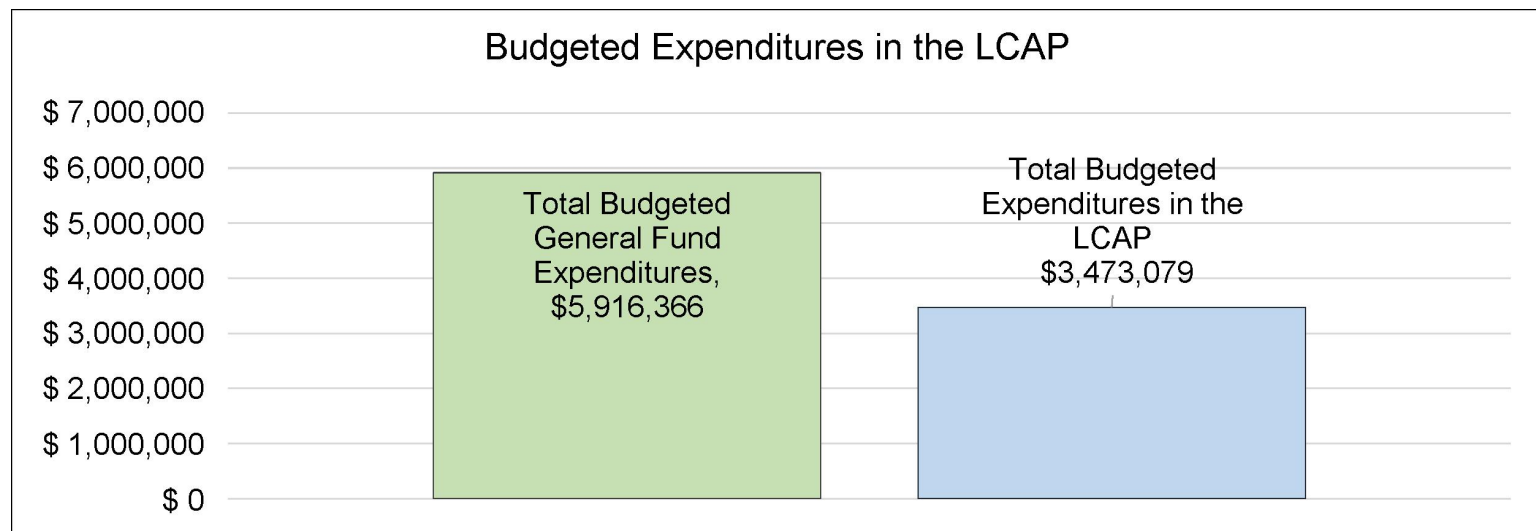


This chart shows the total general purpose revenue Chualar Union School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Chualar Union School District is \$4,965,996, of which \$3,473,079 is Local Control Funding Formula (LCFF), \$910,575 is other state funds, \$375,249 is local funds, and \$207,093 is federal funds. Of the \$3,473,079 in LCFF Funds, \$1,151,424 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 Chualar Union School District plans to spend for 2025-26. 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: Chualar Union School District plans to spend \$5,916,366 for the 2025-26 school year. Of that amount, \$3,473,079 is tied to actions/services in the LCAP and \$2,443,287 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

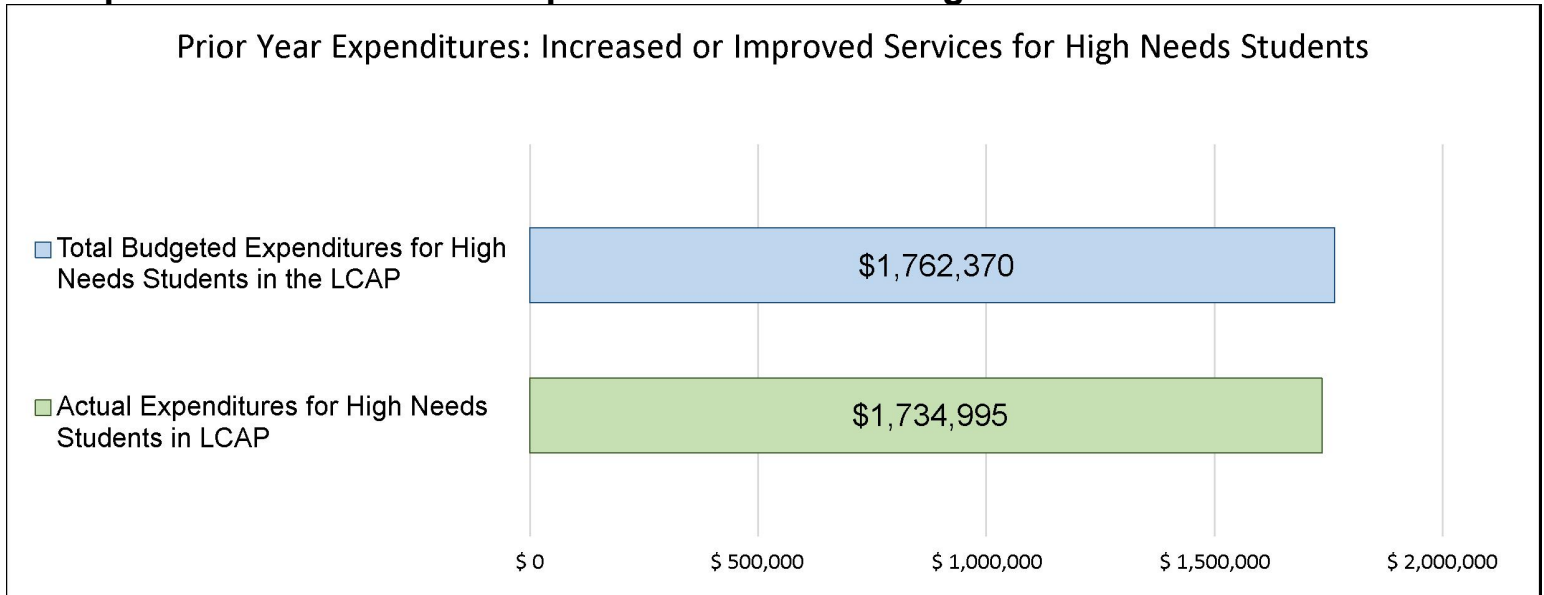
Expenditures for the following programs or departments: a portion of Special Education Program, Transportation and Maintenance Department, Fiscal Services, Board and Administration.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Chualar Union School District is projecting it will receive \$1,151,424 based on the enrollment of foster youth, English learner, and low-income students. Chualar Union School District must describe how it intends to increase or improve services for high needs students in the LCAP. Chualar Union School District plans to spend \$1,151,816 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 2024-25



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

The text description of the above chart is as follows: In 2024-25, Chualar Union School District's LCAP budgeted \$1,762,370 for planned actions to increase or improve services for high needs students. Chualar Union School District actually spent \$1,734,995 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of \$27,375 had the following impact on Chualar Union School District's ability to increase or improve services for high needs students:

There was minimal impact as this was due to lower than expected actuals, but full implementation occurred.

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
Chualar Union School District	Ruben Pulido Superintendent/Principal	rpulido@chualarusd.org 831-679-2313

Plan Summary [2025-26]

General Information

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

The unincorporated community of Chualar is nestled between the Gabilan and Santa Lucia mountain ranges approximately ten miles south of Salinas, California. This small and rural community consists mainly of a Hispanic population of approximately 2,000 residents working in agricultural-related occupations and is home to Chualar Union School District (CUSD). This single-school district maintains a yearly average of 300 students, a total of fourteen teachers two special education teachers, and an assessment coordinator.

The LCAP goals reflect the vision that every student will be prepared for success by meeting rigorous grade-level standards in the pursuit of excellence. Our mission at CUSD is to provide a safe, orderly, and nurturing learning environment that promotes commitment to work in partnership with students, parents, and the community to ensure that our students will become responsible contributing members of society. We believe that all students can learn and will maximize their potential on their journey to become life-long learners. The mission of CUSD is to team with families to create an academy-oriented school culture where students are safe, respected, and empowered to contribute to a global community. Our vision statement is to provide a safe, orderly, and nurturing learning environment that promotes commitment to work in partnership with students, parents, and the community to ensure that our students will become responsible contributing members of society". Our staff believes in educating the whole child and we work hard to create a nurturing environment that builds character, supports social and emotional needs, and challenges students to work hard and dream big.

Chualar serves TK-8th grade students in a one-school district. In preparation for the Universal Prekindergarten (UPK), over the next four years, the District will expand the TK program to include all students who are 4 years old by September 1st. We believe these programs set the stage for an aggressive, yet nurturing, instructional environment that will prepare students for the academic rigor of upper grades. We

draw our state-adopted core curriculum programs from a varied range of educational research, guidance from the Monterey County Office of Education (MCOE), and the active participation from our teachers to ensure that our academic curriculum accommodates and meets the instructional, rigor, and multicultural educational needs of our student population. We intend to create and maintain a setting to meet the unique needs of each student as an individual while maintaining academic consistency and relevance to their academic learning experiences. Moreover, kindergarten through first-grade teachers have an instructional aide to support the instructional needs of English learners during the English Language Arts core subject.

Reflections: Annual Performance

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

Chualar Unified Elementary School District achieved numerous successes during the 2024-25 school year. Data from the California Dashboard and Local Climate Survey demonstrate that CUESD has successfully established a safe and supportive learning environment. This positive atmosphere is consistently fostered by strong relationships among students, staff, parents, and the broader community. These achievements are evident in our metrics, with 92% of our educational partners reporting that they feel safe and secure within our environment (an 8% increase from last year). Additionally, there was a 2.89% increase in ELA performance, and 52.3% of our English learners made progress on the 2024 CA Dashboard.

The 2023 California School Dashboard data, reflecting the 2022-2023 school year, revealed significant challenges regarding student attendance. An examination of both the Dashboard data for CUESD and local attendance records highlighted persistent issues with Chronic Absenteeism, particularly among English Learners, Homeless Youth, Socioeconomically Disadvantaged students, Students with Disabilities, and Hispanic students across the district. Here is the list of the school's lowest-performance indicators and student groups on the 2023 CA School Dashboard:

Chronic Absenteeism: All Students
Chronic Absenteeism: English Learner
Chronic Absenteeism: Hispanic
Chronic Absenteeism: Homeless Youth
Chronic Absenteeism: Socioeconomically Disadvantaged
Chronic Absenteeism: Students with Disabilities

To address these challenges, CUESD continued effective actions from the previous year's LCAP and addressed identified needs from the analysis of the CA Dashboard data and local records, as outlined in Goal 2. This analysis demonstrates the growing necessity to address Chronic Absenteeism within CUESD. Actions targeting specific student demographics are detailed in Goal 2 and include ongoing support such as small group and one-on-one student support, counseling for social-emotional needs, and professional development for staff focusing on culturally responsive teaching practices to better meet the diverse needs of students. Additionally, initiatives such as student incentives, increased resources, and opportunities in music and sports are planned.

Reflecting on both successes and challenges in 2024-25, CUSD recognizes notable progress in school culture and climate, while acknowledging areas that still need improvement. Among the highlights, students with disabilities demonstrated significant academic growth, with a 27.3-point increase in English Language Arts (ELA) and a 20.2-point gain in Math. Overall, ELA scores increased by 9.3 points for all students, with specific student groups also showing strong gains: Hispanic students improved by 10.8 points, English Learners (ELs) by 8.5 points, Long-Term English Learners by 17.2 points, and socioeconomically disadvantaged (SED) students by 2.2 points.

In Math, all students improved by 3.2 points overall, with Hispanic students gaining 3.3 points, Homeless students increasing by 4.7 points, and ELs showing a 1.7-point increase. However, SED students showed a slight decline of 1.6 points in Math, highlighting an area for continued focus and targeted intervention.

Challenges remain in narrowing achievement gaps and providing equitable access to resources and opportunities. CUESD is actively addressing identified needs through targeted interventions and initiatives. For example, additional support services are being implemented for ELA, including small group and one-on-one support and interventions specific to individual student needs.

Learning Recovery Emergency Block Grant (LREBG)

CUESD has unexpended LREBG funds from the 2024–25 school year. These remaining funds will be strategically invested in actions that align with the allowable uses of LREBG, which are focused on accelerating student learning, expanding instructional support, and addressing academic and social-emotional needs.

The district has prioritized the following actions for continued LREBG investment based on a comprehensive analysis of student performance data, attendance trends, school climate indicators, and input from educational partners:

Goal 1, Action 1.10 – Science Lab/Innovation Center to Enhance Hands-On Learning and Equitable Access

Goal 1, Action 1.14 – Reading Intervention Teacher for Targeted Literacy Support

Goal 2, Action 2.4 – Student Recognition to Promote School Culture and Climate

Goal 3, Action 3.4 – Expand Digital Access and Family Learning Support Through Tech-Equipped Lab and Parent Workshops

Goal 3, Action 3.5 – Enhance Multilingual Family Access Through Interpretation Equipment and Services

These actions were selected based on identified needs in the district’s comprehensive needs assessment. Findings from the 2024 CA School Dashboard, internal assessment data, and partner feedback indicate persistent challenges in foundational literacy, science access, student motivation, digital equity, and multilingual family engagement. These challenges are most pronounced among socioeconomically disadvantaged students, English learners, and students with disabilities, student groups that experienced the most significant educational disruptions during the pandemic.

Each of the selected actions aligns directly with LREBG allowable uses and supports student re-engagement, academic recovery, and whole-child development:

Action 1.10 supports equity and innovation by enhancing NGSS-aligned science experiences in a dedicated lab setting, fostering inquiry-based learning.

Action 1.14 provides evidence-based small group reading intervention led by a credentialed teacher to accelerate academic recovery in English Language Arts.

Action 2.4 promotes student motivation and a positive school climate through PBIS-aligned student recognition events and incentive systems.

Action 3.4 expands digital access for students and families through a modernized, tech-equipped computer lab and in-person family workshops that build home learning capacity.

Action 3.5 removes language barriers and promotes inclusive family engagement by providing interpretation equipment and hiring interpreters for real-time support during school meetings and events.

Research consistently shows that targeted instruction, hands-on learning environments, recognition programs, family engagement, and equitable technology access improve student outcomes, engagement, and school connectedness. By investing LREBG funds in these high-impact strategies, CUESD reinforces its commitment to equity, learning acceleration, and long-term student success.

This approach ensures that LREBG resources are used responsibly and effectively to address persistent gaps, strengthen systems of support, and meet the needs of students most impacted by the pandemic.

Reflections: Technical Assistance

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

CUESD is not eligible for technical assistance

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.

CUSD is not eligible for comprehensive support and improvement.

Support for Identified Schools

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

Not Applicable

Monitoring and Evaluating Effectiveness

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

Not Applicable

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Parents	Chualar Union School District involved parents in the process of LCAP development through: Survey Window: March 2025 - April 2025
Students	Chualar Union School District involved students in the process of LCAP development through: Survey Window: March 2025 - April 2025
Teachers	Chualar Union School District involved teachers in the process of LCAP development through: Survey Window: March 2025 - April 2025
Principals and Administrators	Dates March 2025 - April 2025 Survey sent to parents, middle school students, classified staff, certificated teachers
Other School Personnel	Chualar Union School District involved classified staff in the process of LCAP development through: Survey Window - March 2025 - April 2025

Educational Partner(s)	Process for Engagement
Local Collective Bargaining Units	Chualar Union School District involved bargaining unit members in the process of LCAP development through the survey window as well as through bargaining unit members participation in School Site Council and ELAC advisory committees March 18, 2025 - School Site Council / Parent Forum May 15, 2024 - School Site Council / ELAC Advisory meetings
Parent Advisory Committee (PAC)	Chualar Union School District involved School Site Council in the process of LCAP development through the survey window as well as through meetings scheduled and held with agenda. March 18, 2025 - School Site Council / Parent Forum April 30, 2025 - Community Engagement Night May 20, 2025 - School Site Council / ELAC Advisory meetings
District English Learner Advisory Committee (DELAC)	Chualar Union School District involved DELAC in the process of LCAP development through the survey window as well as through meetings scheduled and held with agenda March 18, 2025 - School Site Council / Parent Forum May 20, 2025 - School Site Council / ELAC Advisory meetings
English Learner Advisory Committee (ELAC)	Chualar Union School District involved bargaining unit members in the process of LCAP development through the survey window as well as through meetings scheduled and held with agenda March 18, 2025 - School Site Council / Parent Forum May 20, 2025 - School Site Council / ELAC Advisory meetings
Special Education Local Plan Area Administrator	Consulted with SELPA to support our students with disabilities: February 6, 2025.

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

CUESD recognizes the critical role educational partners play in identifying local needs, shaping responsive actions, and supporting improved student outcomes. The district is committed to engaging educational partners, including families, staff, and community members, in the ongoing development and refinement of the LCAP. Through a process grounded in continuous improvement and plan-do-study-act cycles, CUESD ensures that partner feedback informs decision-making and leads to shared ownership of student success. Each year, the district updates its engagement strategies based on reflections and input from the prior year to strengthen inclusion and participation.

In 2024–25, Educational Partner Engagement sessions highlighted key priorities for the LCAP, including increased academic support in English Language Arts and math, improved English language proficiency, student safety, and enhanced socio-emotional support. These priorities were explored through meetings, surveys, and focus groups with students, parents, and staff. Recurring feedback emphasized the importance of differentiated instruction, expanded after-school tutoring, small-group academic interventions, bilingual teachers, and direct instructional time, particularly for English learners and students with disabilities. Parents also expressed a desire for greater transparency and clarity around assignments, more individualized support, and better communication between school and home.

To address these needs, CUESD is continuing several key actions under Goal 1, including targeted small-group instruction during and after school (Actions 1.5 and 1.9), expanded support for students with disabilities through highly qualified SPED teachers and reduced class sizes, and increased access to bilingual staff. The district has added Action 1.14, which provides targeted English Language Arts intervention through small-group instruction designed to accelerate learning recovery. In addition, Action 1.10, the enhancement of the Science/Innovation Center, will offer hands-on, inquiry-based science learning aligned with NGSS to re-engage students in rigorous academic content. Action 1.2 responds to partner feedback for more flexible academic recovery options by providing after-school intervention and Saturday school. Action 1.12 addresses partner feedback regarding student wellness and nutrition by improving cafeteria food services.

The district also plans to strengthen home-school collaboration by offering workshops that help parents support student learning at home, especially for English learners and students with disabilities, and by ensuring families receive clear, accessible guidance on home assignments. LREBG funds will support many of these efforts, including after-school tutoring, small-group interventions, Innovation Lab development, and flexible learning models. These actions are directly aligned with the grant's allowable uses and grounded in academic recovery priorities identified through data analysis and partner engagement.

Feedback related to Goal 2 emphasized the need for a safe, positive, and inclusive school environment. Educational partners advocated for consistent counselor access (Action 2.3), greater equity in discipline practices, and increased student recognition (Action 2.4) to reinforce positive behavior and attendance. Based on this input, CUESD will continue the implementation of Positive Behavioral Interventions and Supports (PBIS) through Action 2.4, which includes a PBIS student store, schoolwide recognition events, and additional classified staff time to support consistency in implementation. The district will also sustain and expand access to mental health services and SEL resources to re-engage students and improve attendance (Actions 2.1 and 2.2). LREBG funds will help maintain these supports, particularly through funding for PBIS-related incentives, expanded wellness resources, and learning recovery strategies that address chronic absenteeism and promote a safe, engaging school climate for all students.

Discussions around Goal 3 focused on cultivating strong school-home partnerships. Parents expressed interest in evening workshops, translation services in Spanish, Triqui, and Mixteco, classroom visits, and events that promote academic learning and cultural connection. In response, the district will schedule more events during family-friendly evening hours, offers child care and food, and expand translation services. CUESD also hired a Parent Liaison to coordinate family engagement efforts, including workshops and trainings on Social-Emotional Learning (SEL), mental health, and college readiness.

In alignment with this input, Action 3.4 expands digital access and family learning support by modernizing the school computer lab and hosting in-person workshops where families learn strategies to support literacy, math, and SEL at home. These sessions will use audiovisual technology and online training modules to provide interactive learning experiences for caregivers. Action 3.5 invests in interpretation

equipment and interpreter services to ensure multilingual families can fully participate in school meetings, events, and student support systems. Together with Actions 3.1 and 3.3, these initiatives are designed to strengthen trust and collaboration between families and the district.

Several of these community engagement and learning recovery efforts are supported by LREBG funds, especially where they promote student re-engagement, wellness, and family capacity-building, key themes consistently emphasized by CUESD educational partners. These investments ensure that remaining LREBG funds are used strategically and equitably to close learning gaps, remove barriers, and build a stronger foundation for long-term student success.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All students, including English learners, will meet academic expectations in the Common Core State Standards (CCSS) for all core areas through high quality instruction.	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 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Input received from our educational partners through the LCAP development process highlights a strong desire to enhance core academic achievement for all students. In response, we have developed a plan to improve core academic performance by implementing actions that support and enhance student learning. Our progress towards this goal will be measured using the specific metrics and actions outlined below. For the 2024-2025 school year, we will provide our staff with the necessary materials, professional support, collaboration opportunities, and training to ensure they can deliver high-quality instruction.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Priority 1: Basic Services Appropriately credentialed and assigned teachers Source: DataQuest	In 2021-22, 42.9% of teachers are appropriately assigned and fully credentialed in the subject area and for the pupils, they are teaching.	In 2022-23, 71.6% of teachers are appropriately assigned and fully credentialed in the subject area and for the pupils, they are teaching.		In 2026-27, 100% of teachers are appropriately assigned and fully credentialed in the subject area and for the pupils, they are teaching.	+28.7

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	Priority 1: Basic Services Access to standards-aligned instructional materials Source: District's Textbook Sufficiency Resolution	In 2023-24, 100% of the students had sufficient access to the standards-aligned instructional materials.	In 2024-25, 100% of the students had sufficient access to the standards-aligned instructional materials.		100% of the students have sufficient access to the standards-aligned instructional materials.	0
1.3	Priority 2: Implementation of State Standards Implementation of state board academic content and performance standards for all students Source: Local Indicator Self-Reflection Tool	In 2023-24, 100% of our classrooms implemented Common Core State Standards (CCSS) through ongoing professional development and CCSS-aligned curriculum implementation.	In 2024-25, 100% of our classrooms implemented Common Core State Standards (CCSS) through ongoing professional development and CCSS-aligned curriculum implementation.		100% of our classrooms implemented Common Core State Standards (CCSS) through ongoing professional development and CCSS-aligned curriculum implementation.	0
1.4	Priority 2: Implementation of State Standards Programs and services enable English learners to access the common core academic content knowledge and ELD standards Source: Local Indicator Self-Reflection Tool	In 2023-24, 100% of our English learners had access to the Common Core State Standards and the English Language Development standards for purposes of gaining academic content knowledge and English language proficiency.	In 2024-25, 100% of our English learners had access to the Common Core State Standards and the English Language Development standards for purposes of gaining academic content knowledge		100% of our English learners have access to the Common Core State Standards and the English Language Development standards for purposes of gaining academic content knowledge and English	0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			and English language proficiency.		language proficiency.	
1.5	Priority 4: Pupil Achievement Statewide assessment CAASPP ELA Source: Ca Dashboard	All students are -31.5 points distance from standard on the 2023 Dashboard EL: 45.5 points below standard SED: 31.4 points below standard Hispanic: 31.1 points below standard SWD: 94.2 points below standard	All students are -22.2 points distance from standard on the 2024 Dashboard EL: 37 points below standard SED: 29.2 points below standard Hispanic: 20.3 points below standard SWD: 66.9 points below standard		To achieve Green on the CA Dashboard, ELA scores for all students will increase to points below standard. EL: 20.5 points below SED: 6 points below Hispanic: 6 points below SWD: 64.2	All students +9.3 EL: +8.5 SED: +2.2 Hispanic: +10.8 SWD: +27.3
1.6	Priority 4: Pupil Achievement Statewide assessment CAASPP Mathematics Source: Ca Dashboard	All students are -53.3 points distance from standard on the 2023 Dashboard EL: 66.4 points below standard SED: 54.1 points below standard Hispanic: 53.8 points below standard SWD: 130.5 points below standard	All students are -50.1 points distance from standard on the 2024 Dashboard EL: 64.7 points below standard SED: 55.7 points below standard Hispanic: 50.5 points below standard SWD: 110.3 points below standard		To Achieve Green in the CA Dashboard, Math scores for all students will increase to 28 points below standard. EL: 40 points below SED: 40 points Hispanic: 23.8 SWD: 100.5	All students +3.2 EL: +1.7 SED: -1.6 Hispanic: +3.3 SWD: +20.2
1.7	Priority 4: Pupil Achievement	The percent of students who met or exceeded standards on the State Science Assessment	The percent of students who met or exceeded standards on the		The percent of students who met or exceeded standards on the	All Students: +12.58% EL: -1.83% SED: +7.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Statewide assessment CAST Source: caaspp-elpac.ets.org	(CAST) is 14.5% on the 2023 Dashboard. EL: 5.4% SED: 14.8% Hispanic: 14.8% SWD: 0.0%	State Science Assessment (CAST) is 27.08% on the 2024 Dashboard. EL: 3.57% SED: 22.50% Hispanic: 27.66% SWD: 0.0%		State Science Assessment (CAST) is 14.5% on the 2026 Dashboard. EL: 20.4 SED: 29.8 Hispanic: 29.8 SWD:	Hispanic: +12.86% SWD: 0.0%
1.8	Priority 4: Pupil Achievement Rate of EL students making progress toward English proficiency Source: Ca Dashboard	The percent of ELs who progress in English proficiency (ELPAC) is 61.4% on 2023 Dashboard.	The percent of ELs who progress in English proficiency (ELPAC) is 52.3% on 2024 Dashboard.		To Achieve Green on the CA Dashboard, we will increase our English Learner Progress Indicator for all students to a status of 70%.	-9.1%
1.9	Priority 4: Pupil Achievement EL reclassification rate Source: Local Student Information System	The percentage of English learner students who were reclassified in the year 2023-2024 is 5.1%	The percentage of English learner students who were reclassified in the year 2024-2025 is 8.5%.		The percentage of English learner students who were reclassified in the year 2026-2027 is 50%.	+3.3%
1.10	Priority 7: Course Access Access to and enrollment in a Broad Course of Study Source: Master Schedule and Instructional Minutes	In 2023-24, 100% of students have access to a broad course of study.	In 2024-25, 100% of students have access to a broad course of study.		100% of students have access to a broad course of study.	0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.11	Priority 7: Course Access Programs and services developed and provided to unduplicated pupils Source: Local Indicator Self Reflection Tool	In 2023-24, 100% of unduplicated pupils had full access to every program and service designed and offered for unduplicated pupils.	In 2024-25, 100% of unduplicated pupils had full access to every program and service designed and offered for unduplicated pupils.		100% of unduplicated pupils have full access to every program and service designed and offered for unduplicated pupils.	0
1.12	Priority 7: Course Access Programs and services developed and provided to individuals with exceptional needs Source: Master Schedule and Instructional Minutes	In 2023-24, 100% of students with exceptional needs had full access to every program and service designed and offered for individuals with exceptional needs.	In 2024-25, 100% of students with exceptional needs had full access to every program and service designed and offered for individuals with exceptional needs.		100% of students with exceptional needs have full access to every program and service designed and offered for individuals with exceptional needs.	0
1.13	Priority 8: Other Pupil Outcomes Percentage of students who are at grade level in English Language Arts (ELA) and Math on the end-of-year assessment. Source: IReady	In 2023-24, 15% of students achieved grade-level scores on the iReady ELA assessment, and 15% achieved grade-level scores in Math on the end-of-year assessment.	In 2024-25, 29% of students achieved grade-level scores on the iReady ELA assessment, and 27% achieved grade-level scores in Math on the end-of-year assessment.		45% of students achieved grade-level scores on the iReady ELA assessment, and 45% achieved grade-level scores in Math on the end-of-year assessment	ELA: +14% Math: +12%

Goal Analysis [2024-25]

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.

Chualar Union Elementary School District made meaningful progress in implementing the planned actions under this goal. Most actions were successfully implemented as described in the adopted LCAP. These actions focused on improving instructional quality, increasing access to academic supports, and ensuring equity in learning opportunities for all students. Below is a summary of the implementation process for each action, highlighting successes and challenges.

1.1 Highly Qualified Certificated Teachers

This action was successful. The district made strong progress in hiring fully credentialed and appropriately assigned teachers. This contributed to improved instructional consistency and support for student achievement. There were no changes from the original plan.

1.2 ASES/ELOP Coordinator for Intervention Programs

This action was successful. The coordinator effectively led expanded learning programs, including after-school, Saturday, and intersession sessions aligned with CCSS. These offerings supported targeted academic interventions as intended.

1.3 Assistant Principal

This action was successful. The district implemented this action by hiring an assistant principal to provide targeted support for English learners, foster youth, and low-income students. The assistant principal played a key role in coordinating family engagement efforts, facilitating professional development for teachers, and monitoring academic progress. This leadership position provided vital infrastructure to improve instructional practices and strengthen support systems for historically underserved student groups. The implementation aligned with the original plan and contributed meaningfully to equity-focused school improvement efforts. However, due to declining enrollment, this position will be eliminated in the next school year.

1.4 Testing and Assessment Specialist

This action was successful. The specialist supported timely assessment administration and guided instructional planning using data. The role was carried out as intended. Provided professional development for teachers on assessment implementation for district and state assessments.

1.5 Paraprofessionals

This action was successful. The district implemented this action by maintaining paraprofessionals who provided targeted support during the school day. Paraprofessionals were utilized to lead small group instruction in general and special education classrooms. Their support was essential in reinforcing student learning, addressing diverse academic needs, and improving instructional access for unduplicated student groups and students with disabilities. The implementation aligned well with the planned action and contributed to increased instructional support across classrooms.

1.6 Instructional Materials

This action was successful. All students received access to standards-aligned instructional materials, supporting equity and curriculum alignment. There were no implementation challenges or changes.

1.7 Classified Personnel for Technology Assistance

This action was successfully implemented as planned. The district maintained a dedicated classified staff member who provided consistent technology support across school sites. This staff member delivered daily technical assistance, offered digital literacy guidance, and conducted one-on-one troubleshooting for student devices. Their support was instrumental in increasing equitable access to online learning platforms, assessment tools, and digital instructional resources for both students and staff. The implementation was fully aligned with the original plan and played a critical role in enhancing the effective use of technology in both classroom instruction and extended learning environments.

1.8 Part-time Speech, Occupational Therapists, and Psychologist

This action was successful. The district maintained specialized staff, including speech pathologists, an occupational therapist, and a school psychologist, to support students with disabilities. These professionals provided timely assessments and targeted services aligned with students' IEPs, addressing academic, behavioral, and social-emotional needs. This multidisciplinary support helped ensure access to and participation in the general education setting.

1.9 Four-week Summer School Intervention Program

This action was successful. The program was implemented as planned, with both academic instruction and enrichment activities designed to support learning recovery for unduplicated students.

1.10 Science Lab/Innovation Center

This action was successful. The district launched a new STEM-focused learning space. The implementation was aligned with the LCAP and contributed to expanded student access to hands-on science instruction. Charger Zone (old cafeteria) became the science lab.

1.11 Professional Development (ELD Integrated)

This action was partially successful. While the district provided professional development focused on English Language Development, some challenges were noted in ensuring consistent follow-up coaching and differentiated strategies. The action was implemented as described, but further refinement is needed to maximize impact, particularly for long-term English learners.

1.12 Nutrition Services Coordinator

This action was successful. The coordinator worked to improve meal quality and access to nutritious food options. The action supported student health and engagement.

1.13 Literacy Coach

This action was not implemented. Despite multiple recruitment efforts, the district was unable to hire a qualified candidate during the year. This differed from the adopted LCAP. The position remains open, and efforts to fill the role will continue into the 2025–26 school year to support literacy intervention and teacher capacity-building. In progress, the teachers union is in the process of ratifying the new job description and will be taken to the board on May 21st.

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.

Chualar Union experienced varying degrees of alignment between planned expenditures and actual spending, reflecting both operational adaptations and implementation realities throughout the year. The following outlines the differences by action:

1.1 Highly Qualified Certificated Teachers: Budgeted [\$2,092,739.00]; Actual [\$1,850,508.00].

The difference is because an intervention teacher was not hired during the school year. This unfilled position resulted in cost savings in the certificated salaries budget.

1.2 ASES/ELOP Coordinator for Intervention Programs: Budgeted [\$91,880.00]; Actual [\$120,895.00].

Additional expenditure was required for expanded after-school program responsibilities.

1.3 Assistant Principal: Budgeted [\$165,969.00]; Actual [\$147,264.27].

The difference is due to the position not being filled until September 10. As a result, the partial-year vacancy led to salary savings.

1.4 Testing and Assessment Specialist: Budgeted [\$48,456.00]; Actual [\$49,227.46].

Minimal variance; actual aligned closely with budget.

1.5 Paraprofessionals: Budgeted [\$273,025.00]; Actual [\$451,082.20].

Additional expenditure was required to meet increased student needs for classroom and behavioral support services. The district added 1:1 paraprofessional support to serve students with intensive needs, which contributed to the increase in actual costs. This adjustment ensured that students received the necessary individualized assistance to access instruction and maintain engagement in the learning environment.

1.6 Instructional Materials: Budgeted [\$110,505.00]; Actual [\$144,312.01].

Additional expenditure was required to support curriculum adoption and supplemental resources aligned to student learning needs.

1.7 Classified Personnel for Technology Assistance: Budgeted [\$83,116.00]; Actual [\$84,600.20].

Minimal variance; actual aligned closely with budget.

1.8 Part-time Speech, Occupational Therapists, and Psychologist: Budgeted [\$109,426.00]; Actual [\$141,620.00].

Additional expenditure was required to ensure adequate support for specialized student services and IEP compliance.

1.9 Four-week Summer School Intervention Program: Budgeted [\$227,320.00]; Actual [\$228,000.00].

Minimal variance; actual aligned closely with budget, reflecting consistent implementation.

1.10 Science Lab/Innovation Center: Budgeted [\$0.00]; Actual [\$0.00].

No expenditure was planned or incurred during this period.

1.11 Professional Development (ELD Integrated): Budgeted [\$4,425.00]; Actual [\$18,626.48].
Additional expenditure was required to meet identified training needs for teachers.

1.12 Nutrition Services Coordinator: Budgeted [\$141,194.00]; Actual [\$89,025.73].
The difference is due to the Nutrition Services Coordinator being hired late in the year. As a result, only a portion of the annual salary was expended, leading to a savings.

1.13 Literacy Coach: Budgeted [\$87,899.00]; Actual [\$0.00].
Difference due to the position remaining unfilled.

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

Chualar Union used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.

Rating Scale (lowest to highest): 1 – Not Effective; 2 – Somewhat Effective; 3 –Effective.

The actions outlined in Goal One helped make progress towards the LEA's goal:

Action(s): 1.1 Highly Qualified Certificated Teachers

Effectiveness of Action(s): 3

Metric(s): 1.1

Analysis Statement: This action was effective in increasing the percentage of appropriately assigned and credentialed teachers from 42.9% to 71.6%, significantly improving instructional quality and alignment to the Common Core State Standards.

Action(s): 1.2 ASES/ELOP Coordinator for Intervention Programs

Effectiveness of Action(s): 3

Metric(s): 1.2, 1.5, 1.6

Analysis Statement: This action provided consistent academic and enrichment opportunities outside of the regular school day. The implementation supported student learning in ELA and Math, contributing to overall ELA growth of +9.3 points and Math growth of +3.2 points on the CA Dashboard.

Action(s): 1.3 Assistant Principal

Effectiveness of Action(s): 3

Metric(s): 1.5, 1.6

Analysis Statement: The Assistant Principal's role focused on equity-based leadership and support for unduplicated students. Their efforts in coordination and monitoring contributed to ELA gains of +9.3 points and Math gains of +3.2 points, with SWD gaining +27.3 points in ELA and +20.2 points in Math. Unfortunately, due to a decrease in student enrollment, the district will not fill this position for the upcoming school year. The decision reflects necessary adjustments to staffing, despite the demonstrated effectiveness of the role.

Action(s): 1.4 Testing and Assessment Specialist

Effectiveness of Action(s): 3

Metric(s): 1.5, 1.6

Analysis Statement: This role provided essential data support that enabled targeted interventions for unduplicated students, contributing to ELA growth of +9.3 points and Math growth of +3.2 points on the CA Dashboard. The specialist's disaggregation and analysis of assessment data helped drive timely instructional adjustments.

Action(s): 1.5 Paraprofessionals

Effectiveness of Action(s): 3

Metric(s): 1.5, 1.6

Analysis Statement: Paraprofessionals led small group interventions that supported SWD and unduplicated students. Their support contributed to strong academic gains, including +9.3 in ELA and +3.2 in Math overall, and significant growth for SWD (+27.3 in ELA and +20.2 in Math).

Action(s): 1.6 Instructional Materials

Effectiveness of Action(s): 3

Metric(s): 1.2, 1.5, 1.6

Analysis Statement: The district maintained 100% access to Common Core-aligned instructional materials. This ensured all students had equitable access to high-quality resources, supporting the instructional conditions that led to improvements such as the +9.3 point gain in ELA.

Action(s): 1.7 Classified Personnel for Technology Assistance

Effectiveness of Action(s): 3

Metric(s): 1.5, 1.6

Analysis Statement: Technology assistance staff provided daily digital support and device troubleshooting, increasing student readiness for digital assessments and learning platforms. These services supported improved outcomes such as +9.3 in ELA and +3.2 in Math, as well as maintaining 100% access to online curriculum tools.

Action(s): 1.8 Part-time Speech, Occupational Therapists, and Psychologist

Effectiveness of Action(s): 3

Metric(s): 1.12

Analysis Statement: This action ensured continuous service delivery to students with disabilities through specialized staff. 100% of students with exceptional needs had full access to every program and service designed and offered for individuals with exceptional needs, demonstrating strong compliance and equitable access aligned with federal and state mandates.

Action(s): 1.9 Four-week Summer School Intervention Program

Effectiveness of Action(s): 3

Metric(s): 1.5, 1.6

Analysis Statement: The summer program offered extended academic support and enrichment, resulting in growth across multiple student groups: +9.3 in ELA, +3.2 in Math, with ELs improving +8.5 in ELA and +1.7 in Math, and SWD showing gains of +27.3 (ELA) and +20.2 (Math).

Action(s): 1.10 Science Lab/Innovation Center

Effectiveness of Action(s): 3

Metric(s): 1.7

Analysis Statement: The Science Lab provided hands-on, NGSS-aligned instruction that supported student engagement and achievement. Overall, CAST scores increased by +12.58%, including +7.7% for SED students and +12.86% for Hispanic students.

Action(s): 1.11 Professional Development (ELD Integrated)

Effectiveness of Action(s): 2

Metric(s): 1.8

Analysis Statement: While integrated ELD PD was delivered to staff, the percent of English learners making progress toward proficiency declined by 9.1%. This suggests a need for more sustained and differentiated follow-up coaching to support long-term EL development.

Action(s): 1.12 Nutrition Services Coordinator

Effectiveness of Action(s): 3

Metric(s): 2.2

Analysis Statement: The coordinator enhanced meal quality and access, directly supporting student wellness and improving daily readiness for learning. These efforts contributed to maintaining strong attendance patterns across the district. In 2024–25, CUESD's student attendance rate through P2 was 93.72%, reflecting the positive influence of comprehensive nutrition services on student engagement and school participation.

Action(s): 1.13 Literacy Coach

Effectiveness of Action(s): Not implemented

Metric(s): 1.13

Analysis Statement: This action was not implemented due to a lack of applicants. As a result, no progress was made on the planned literacy interventions. The position remains open with the goal of hiring for the 2025–26 school year.

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

As a result of reflections on prior implementation and input from educational partners, CUESD has made the following updates to Goal 1 for the 2025–26 school year:

Metric Update: The baseline for Metric 1.9 (EL Reclassification Rate) was corrected from an inaccurately reported 85.3% to the accurate figure of 5.1%, reflecting the actual percentage of English learners reclassified in the 2023–24 school year.

Action Revisions:

Action 1.3 (Vice Principal) has been removed due to a decline in student enrollment.

Action 1.5 (Paraprofessionals) has been expanded to 12 positions (an increase of 3) to address rising student needs for academic and behavioral support.

Action 1.9 was updated to include Expanded Learning Opportunities Program (ELOP) in the title, reinforcing the district's investment in extended learning and targeted intervention.

Action 1.11 was revised to include professional development in TK/K literacy and provide instructional support for the bilingual team, reinforcing early language development and dual-language instruction.

Action 1.12 was removed from the LCAP because it will be funded through alternative sources. Although no longer included in the LCAP, the district remains committed to enhancing student health and wellness through improved nutrition services and will maintain the Nutrition Services Coordinator using other available funds.

New Funding Allocations:

Action 1.14 (Reading Intervention Teacher) will receive \$90,000 annually in LREBG funding for 2025–26, 2026–27, and 2027–28 to expand small-group literacy interventions that close foundational reading gaps.

Action 1.10 (Science Lab/Innovation Center) will receive \$10,000 in 2025–26 to support equitable access to hands-on, NGSS-aligned science instruction through the development of a dedicated innovation space.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Highly qualified Certificated Teachers	Hire highly qualified Certificated Teachers to reduce student-teacher ratio and to provide CCSS instruction in all core areas to all students.	\$1,994,982.18	Yes
1.2	ASES / ELOP Coordinator to organize Intervention	Chualar School is committed to enhancing students' educational experiences through various programs:	\$94,906.36	No

Action #	Title	Description	Total Funds	Contributing
	Programs for extended days, including Saturday and Spring Academies.	- The ASES program will offer an Intervention program after school, featuring one hour of homework assistance, one hour of art engagement, and one hour of physical activity. - The ELO-P program will provide academic support in Mathematics and Reading, alongside elective experiences such as art, computer technology, music, dance, sports, robotics, subject-area field trips, and science. - Saturday Academies will be available in the Spring to prepare students for the SBAC assessment, focusing on Reading, Writing, and Mathematics review and enrichment. - During Spring Break, a Spring Academy will focus on ELA and Math SBAC support, extended ELA and Math assistance, and enrichment activities. These initiatives will support students both socially and academically, reducing learning loss and enhancing engagement, participation, and academic outcomes.		
1.3	Assistant Principal	Hire an Assistant Principal to support English Learners, homeless/foster students, and those from socioeconomically disadvantaged backgrounds. This includes collaborating with parents and staff and facilitating professional development for teachers and staff to better understand the specific challenges faced by these student groups. Additionally, the Assistant Principal will oversee family engagement initiatives and monitoring and evaluation efforts to ensure the success and well-being of these students. *Due to a decrease in student enrollment, this position is being eliminated for the 2025–26 school year.		

Action #	Title	Description	Total Funds	Contributing
1.4	Testing and Assessment Specialist	Continue to provide a part-time Testing and Assessment Specialist (TAS) role to support pupil testing, data management, and data disaggregation. This support will allow the analysis of English learners, foster youth, and low-income students outcomes to guide instructional next steps.	\$50,984.85	Yes
1.5	Paraprofessionals	Hire 12 part-time general education and special education paraprofessionals to assist English learners, foster youth, low-income, and students with exceptional needs. These paraprofessionals will support students in both general education and Special Education classrooms during school hours.	\$389,527.36	Yes
1.6	Instructional Materials	CCSS instructional materials, such as textbooks, workbooks, copies, EL resources, and supplemental materials/resources, will be supplied to English learners, foster youth, and low-income students. Additionally, online access to the curriculum will be provided, ensuring students have access to all necessary resources outside of school.	\$211,666.56	Yes
1.7	Classified personnel to provide Technology assistance	Maintain a Technology Specialist to directly assist CUESD students by: • Offering literacy and expanding technology support. • Providing technology assistance during both regular and after-school hours. • Obtaining materials, supplies, software, library books, and electronic equipment. • Guiding students with I-Ready Reading programs, STAR, A/R, and other assessment programs. These technology programs and services are integral to our goals of enhancing bilingual communication tools, providing 1:1 tech support, and offering family support and resources for our unduplicated student groups.	\$86,375.59	Yes

Action #	Title	Description	Total Funds	Contributing
1.8	Part-time Speech, Occupational Therapists, and Psychologist	The District will provide full-time low to moderate classroom Special Education teachers. To further support students in the Special Education program the District will retain two part-time Speech Pathologists, Occupational therapist, and Psychologist as needed. A second Speech Pathologist was added to our Special Education support structure this school year to serve our students.	\$87,420.65	Yes
1.9	Expanded Learning Opportunities Program (ELOP): Four-Week Summer School Intervention Program	In order to increase services for our unduplicated students, Chualar will provide effective instruction during a four-week summer school program to address learning loss and learning gaps through the Expanded Learning Opportunities Program (ELO-P). The summer ELO-P will be a 9-hour program which will provide academic support in the curricular areas of Reading, Writing and Mathematics as well as an electives enrichment program. Food Services Department will provide a breakfast, lunch and an afternoon snack.	\$95,500.00	No
1.10	Science Lab/Innovation Center	LREBG Action: Equip and launch the existing Science Lab/Innovation Classroom that will serve as a hub for hands-on, inquiry-based learning in all grades. This space will be supplied with instructional materials, lab tools, science/STEM resources, and curriculum kits for projects connected to the curriculum lessons. These resources will support NGSS-aligned instruction and promote engagement, creativity, and critical thinking. Research has shown that experiential, hands-on science learning improves conceptual understanding, boosts motivation, and supports long-term academic success. Studies show that early exposure to high-quality science instruction is especially effective in accelerating learning and closing opportunity gaps among underserved student populations. This action directly supports learning recovery and re-engagement through meaningful, real-world learning experiences that foster a love of science and innovation. Metric 1.7	\$10,000.00	No

Action #	Title	Description	Total Funds	Contributing
		LREBG Funds: \$10,000 for 2025-26		
1.11	Professional Development	Ensure that all staff receive high-quality Professional Development (PD) that integrates English Language Development (ELD) into all academic content areas. The PD will include targeted training on supporting long-term English learners and will provide educators with effective strategies and direct instructional support. In addition, the PD will emphasize early literacy development in Transitional Kindergarten and Kindergarten (TK/K) to build foundational language skills. Support will also be provided for the bilingual team to enhance instructional practices and ensure effective implementation of dual-language and ELD strategies. This comprehensive approach is designed to enhance the educational experiences of English learners and help teachers effectively support these students in the classroom across all subjects..	\$2,100.00	Yes
1.12	Nutrition Services Coordinator	To hire a Nutrition Services Coordinator to improve the quality and nutritional value of meals served in Chualar district cafeteria, promoting student health and well-being. **This action was removed from the LCAP because it will be funded through alternative sources. Although no longer included in the LCAP, the district remains committed to enhancing student health and wellness through improved nutrition services and will maintain the Nutrition Services Coordinator using other available funds.		
1.13	Literacy Coach	To hire a literacy coach or reading and literacy specialist to support educators and pupils in improving literacy instruction and pupil outcomes. Further, 1) to develop school literacy program focused on academic intervention for struggling students TK/K through 8th grade, 2) provide professional development for educators and school leaders in literacy	\$83,426.87	No

Action #	Title	Description	Total Funds	Contributing
		instruction, 3) develop family literacy plans that identify literacy goals, benchmarks, and roles for all family members. 4) establish and monitor intervention program to focus on the reduction of the number of students identified to SpEd programs by assessing students against the RTI and Pathways models.		
1.14	Reading Intervention Teacher for Targeted Literacy Support	LREBG Action: Hire a Reading Intervention Teacher to provide targeted small group intervention in ELA for students identified as needing additional academic support. The focus will be on foundational literacy, reading comprehension, and writing skills. Students will be identified using multiple data points, including assessment results, teacher recommendations, and classroom performance. The needs assessment substantiated findings from the 2024 California School Dashboard related to low ELA performance, particularly among unduplicated students, including English learners and low-income students. These findings emphasize the need for focused, evidence-based literacy intervention to support learning recovery and close achievement gaps. Research has consistently shown that structured, small-group instruction has a strong positive impact on student achievement, particularly for struggling readers and students from underserved backgrounds. Differentiated, evidence-based literacy interventions delivered by a qualified teacher can accelerate skill development and help close persistent achievement gaps. Metric: 1.5 LREBG Funds: \$81,580.54 for 2025-26, \$90,000 for 2026-27, and \$90,000 for 2027-28	\$81,580.54	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	All students will be provided with a positive, safe and well-maintained school environment conducive to learning.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal will be continued following a comprehensive analysis of various metrics and feedback from educational partners. The CA Dashboard data specifically highlighted chronic absenteeism as an area needing improvement. Additionally, our educational partners emphasized the need to enhance school safety and student well-being. Surveys from parents, students, and teachers emphasized the importance of a nurturing and secure learning environment. By addressing these concerns, the District intends to enhance academic outcomes and overall student success. Research consistently shows that a positive, safe, and well-maintained school environment directly impacts students' ability to focus, engage, and excel academically. Therefore, creating such an environment is crucial for fostering academic achievement and long-term educational growth.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Priority 1: Basic Services Safe, clean functional facilities maintained Source: Facility Inspection Tool (FIT)	School year 2023-24, CUESD School grounds and facilities are in Good condition.	School year 2024-25, CUESD School grounds and facilities are in Good condition.		School year 2026-27, CUESD School grounds and facilities will maintain in Good condition.	0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	Priority 5: Pupil Engagement School attendance rates Source: Local Student Information System	In 2023-24 CUESD student attendance rate through P-2 is 93.48%.	In 2024-25 CUESD student attendance rate through P2 is 93.72%		In 2026-27 CUESD student attendance rate through P-2 will be 95%.	+0.24%
2.3	Priority 5: Pupil Engagement Chronic absenteeism rates Source: CA Dashboard	The Chronic Absenteeism rate is 34.6% (Red) for All students based on 2023 Dashboard. Reds on the Dashboard include: English Learner: 31.9% Hispanic: 34% Homeless: 50% SED: 35.7% SWD: 42.6%	The Chronic Absenteeism rate is 23.8% (Red) for All students based on 2024 Dashboard. Reds on the Dashboard include: English Learner: 20.7% Hispanic: 22.6% Homeless: 20.4% SED: 23.6% SWD: 26%		To Achieve Green on the CA Dashboard, we will decrease our Chronic Absenteeism Rate to a status of 10 percent chronically absent. English Learner: 10% Hispanic: 10% Homeless: 10% SED: 10% SWD: 10%	All students: -10.8% English Learner: -11.2% Hispanic: -11.4% Homeless: -29.6% SED: -12.1% SWD: -16.6%
2.4	Priority 5: Pupil Engagement Middle school dropout rates Source: CALPADS	CUESD Middle School Dropout Rate during the 2022-2023 school year was at 0%	2023-24 Middle School Dropout Rate: 0		CUESD Middle School Dropout Rate during the 2026-2027 school year will maintain at 0%	0
2.5	Priority 6: School Climate Pupil suspension rates	The suspension rate during the 2022-2023 school year was 0.7%. EL 1% Hispanic 0.7%	The suspension rate during the 2023-2024 school year was 4.3%. EL 4.9%		The suspension rate during the 2026-2027 school year will maintain at 0.7% or lower.	All Students +3.6% EL +3.9% Hispanic +3.4% SED +4.2% SWD +3.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: Ca Dashboard	SED 0.7% SWD 2.1%	Hispanic 4.1% SED 4.9% SWD 6%		EL 0.7% Hispanic 0.7% SED 0.7% SWD 0.7%	
2.6	Priority 6: School Climate Pupil expulsion rates Source: DataQuest	The expulsion rate during the 2022-2023 school year was 0%.	The expulsion rate during the 2023-2024 school year was 0%.		The expulsion rate will continue at 0%.	0
2.7	Priority 6(c): School Climate-Local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.	86% of parents feel CUESD provides a welcoming environment.	92% of parents reported that the school provides a welcoming environment for all parents.		90% of parents feel CUESD provides a welcoming environment.	+6%

Goal Analysis [2024-25]

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.

Chualar Union Elementary School District made significant progress in implementing actions under Goal 2 while addressing the evolving needs of students and families. These actions focused on supporting student well-being, school climate, and engagement, particularly for English learners, foster youth, and low-income students. Most actions were implemented as planned, with positive results despite some ongoing challenges such as staffing limitations and high demand for mental health services.

2.1 Community Partnerships: Harmony at Home – Sticks and Stones

This action was successful. The district maintained its partnership with Harmony at Home to provide school-based counseling and conflict resolution services. These services helped address chronic absenteeism and support student mental health. Implementation aligned with the plan and contributed to improved attendance and school climate.

2.2 Classified Personnel

This action was successful. The district implemented this action by hiring a classified staff member to lead parent trainings and conduct home visits. Implementation also included efforts to promote parent involvement. In addition to these responsibilities, the staff member also served as the site librarian, further supporting student access to literacy resources and promoting a culture of reading.

2.3 Monterey County Behavioral Health

This action was successful. The continued partnership with Monterey County Behavioral Health provided students access to mental health care, including trauma-informed support and alternative treatment services. The implementation remained consistent with the LCAP and effectively reduced absenteeism.

2.4 Student Recognition to Promote School Culture/Climate

This action was successful. The district implemented student incentives, celebrations, and schoolwide events to recognize academic effort, positive behavior, and school connectedness. These efforts focused on creating a positive, inclusive school culture that supported student engagement and consistent attendance. Recognition strategies helped boost student morale and motivation.

2.5 Safe and Clean Facilities

This action was successful. The district invested in facility upgrades and custodial staffing to ensure that school environments remain safe, clean, and well-maintained.

2.6 Professional Development Focused on SEL

This action was successful. The district provided targeted professional development to help teachers support students' social-emotional needs, focusing on unduplicated student groups. Training sessions equipped educators with strategies to create inclusive, emotionally responsive classrooms that promote student well-being and reduce barriers to attendance and engagement. The implementation aligned with the planned action and strengthened classroom environments and student support systems.

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

CUESD experienced varying degrees of alignment between planned expenditures and actual spending, reflecting operational adaptations and implementation realities throughout the year. The following outlines the differences by action:

2.1 Community Partnerships: Harmony at Home – Sticks and Stones: Budgeted [\$26,956.00]; Actual [\$62,652.84].

Additional expenditure was required to address an increased need for student counseling services following the unexpected death of a staff member. The expanded support included trauma-informed counseling and conflict resolution services for students and staff affected by the loss.

2.2 Classified Personnel: Budgeted [\$38,795.00]; Actual [\$38,795.48].

Minimal variance; actuals aligned with projections.

2.3 Monterey County Behavioral Health: Budgeted [\$14,495.00]; Actual [\$13,995.00].
Minimal variance; actuals aligned with projections.

2.4 Student Recognition to Promote School Culture/Climate: Budgeted [\$3,500.00]; Actual [\$2,282.36].
Minimal variance; actuals aligned with projections.

2.5 Safe and Clean Facilities: Budgeted [\$579,580.00]; Actual [\$706,232.31].
Additional expenditure was required to address unanticipated maintenance needs. A significant cost was incurred due to a water outage that necessitated the replacement of a main water valve, along with other facility repairs and custodial support to maintain safe and clean learning environments.

2.6 Professional Development Focused on SEL: Budgeted [\$5,000.00]; Actual [\$8,928.66].
Additional expenditure was required to provide expanded training opportunities aligned with district SEL goals and staff development needs. This included the implementation of CPR training for staff, ensuring preparedness to respond to student health emergencies and supporting overall school safety.

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

Chualar Union used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.

Rating Scale (lowest to highest): 1 – Not Effective; 2 – Somewhat Effective; 3 –Effective.

The actions outlined in Goal Two helped make progress towards the LEA's goal:

Action(s): 2.1 Community Partnerships: Harmony at Home - Sticks and Stones

Effectiveness of Action(s): 3

Metric(s): 2.3

Analysis Statement: This partnership provided ongoing counseling and support to students, especially unduplicated groups. It contributed to a 10.8% decrease in chronic absenteeism for All Students, with English Learners dropping from 31.9% to 20.7%, and Homeless youth from 50% to 20.4%.

Action(s): 2.2 Classified Personnel

Effectiveness of Action(s): 3

Metric(s): 3.2

Analysis Statement: This position supported parent engagement initiatives, including home visits, parent trainings, and family-focused incentive programs. These efforts strengthened home-school connections and continued to promote participation from all parents, including those whose children are considered unduplicated students

Action(s): 2.3 Monterey County Behavioral Health

Effectiveness of Action(s): 3

Metric(s): 2.3

Analysis Statement: Mental health services through MCBH addressed barriers to school attendance by supporting student well-being. These supports helped reduce absenteeism for English Learners (-11.2%), Hispanic students (-11.4%), and Students with Disabilities (-16.6%).

Action(s): 2.4 Student Recognition to Promote School Culture/Climate

Effectiveness of Action(s): 3

Metric(s): 2.3

Analysis Statement: Schoolwide incentives, celebrations, and recognition events helped promote a more engaging and inclusive school culture. These efforts reinforced positive student behavior, strengthened a sense of belonging, and motivated students to attend school consistently. As a result, the district saw reductions in chronic absenteeism across all key student groups. Specifically, chronic absenteeism decreased by 10.8% schoolwide, with even greater improvements among English Learners (-11.2%), Hispanic students (-11.4%), students experiencing homelessness (-29.6%), socioeconomically disadvantaged students (-12.1%), and students with disabilities (-16.6%). These outcomes demonstrate the positive impact of recognition strategies in improving student attendance and engagement

Action(s): 2.5 Safe and Clean Facilities

Effectiveness of Action(s): 3

Metric(s): 2.1, 2.3

Analysis Statement: Facility improvements and maintenance ensured safe, clean, and accessible spaces for students. The school maintained a “Good” rating on the FIT and saw absenteeism decline from 34.6% to 23.8%, creating a more stable learning environment. Chronic absenteeism declined significantly, from 34.6% to 23.8% overall, creating a more stable and engaging learning environment.

Action(s): 2.6 Professional Development Focused on SEL

Effectiveness of Action(s): 3

Metric(s): 2.3

Analysis Statement: SEL-focused professional development equipped staff with strategies to support student well-being and trauma-informed practices. This helped address root causes of disengagement and contributed to a 10.8% overall drop in absenteeism.

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

As part of CUESD’s reflection on prior implementation and analysis of school climate data, Goal 2 has been updated to strengthen efforts that promote student engagement, motivation, and a positive school environment. These updates reflect continued input from educational partners emphasizing the importance of recognizing student achievements and encouraging a stronger sense of belonging across campus.

Action 2.2 will be removed from Goal 2 and incorporated into Goal 3 as Action 3.3, as the action more directly supports the district’s efforts to promote parent involvement. This position will also serve as the parent liaison and site librarian, reinforcing the dual focus on family engagement and literacy access.

Action 2.4 (Student Recognition to Promote School Culture/Climate) has been updated to include LREBG funding. This enhancement will support the expansion of Positive Behavioral Interventions and Supports (PBIS), including schoolwide recognition systems, incentive events, and the operation of a PBIS student store. The allocation of \$28,000 in 2025–26 and \$10,000 in both 2026–27 and 2027–28 will ensure consistent access to materials, student rewards, and staffing support necessary to sustain equitable implementation across grade levels.

These changes are intended to address persistent needs related to student connectedness and attendance, while also ensuring that recognition systems are inclusive, culturally responsive, and consistently implemented. The use of LREBG funds ensures these efforts are adequately resourced and aligned with the district’s broader learning recovery and re-engagement goals.

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	Community Partnerships: Harmony at Home-Sticks and Stones: Red Indicator	CUSD will continue to provide support services to students and families by continuing the contract and partnership with the Harmony at Home-Sticks and Stones counseling program. This contract will allow for increased services to be directed to FY, SED, and EL students. This action will directly address the Red Indicators on the CA School Dashboard: Chronic Absenteeism for all students, EL, Hispanic, Homeless, SED, SWD	\$34,733.67	Yes
2.2	Classified personnel	A Classified personnel will be added to facilitate parent trainings emphasizing on the importance of attendance, assist Counselor with home visits, track perfect attendance incentives, positive behavior rewards, food and refreshments for meetings and materials and supplies as needed. **This action is being incorporated into Goal 3, as the action more directly supports the district’s efforts to promote parent involvement. This position will also serve as the parent liaison and site librarian, reinforcing the dual focus on family engagement and literacy access.		

Action #	Title	Description	Total Funds	Contributing
2.3	Monterey County Behavioral Health	The Monterey County Behavioral Health (MCBH) counseling program provides Mental Health Services and Home Alternative Residential Treatment to students	\$21,470.00	Yes
2.4	Student Recognition to promote School Culture/Climate	Provide extra supplies and incentives throughout the year to recognize students' achievements (academic and behavioral) to increase engagement and build a positive school culture and climate. Incentives include school-wide events (i.e., Field Day, field trips, Literacy Night, End-of-Year events, and other incentive events), student awards (i.e., personalized ribbons and pens), and rewards such as Chualar School Store items and classroom parties. LREBG ACTION: LREBG funds will further enhance this action by strengthening the PBIS framework through the purchase of PBIS banners and signage to reinforce behavioral expectations and school spirit across campus. In addition, the school will purchase and implement the SWIS (School-Wide Information System) to support improved behavior tracking and data-driven decision-making. Additional hours will be provided to a classified staff member to manage and operate the PBIS student store, track student participation, and support the coordination of PBIS-related events and incentive systems. This will ensure consistent implementation of positive reinforcement strategies and maintain equitable access for all students. The needs assessment substantiated findings from the 2024 CA School Dashboard related to chronic absenteeism, especially among unduplicated student groups. In addition, feedback from educational partners, including families, staff, and students, highlighted a strong need to strengthen student connection, belonging, and motivation. Research confirms that positive reinforcement strategies and recognition systems can significantly improve engagement, motivation, and behavior. Schoolwide incentive programs are shown to create a positive learning climate that supports academic achievement and social-emotional	\$31,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		learning, key components of post-pandemic student re-engagement and recovery. Metric: 2.3 LREBG Funds: \$28,000 for 2025-26, \$10,000 for 2026-27, and \$10,000 for 2027-28		
2.5	Safe and Clean Facilities	CUSD is committed to ensuring a safe environment for students and staff. In response to feedback from our educational partners and to maintain safe and healthy school facilities, CUESD has allocated funding for the following initiatives: • Keeping facilities safe and clean. • Ensuring sufficient custodial and maintenance staff for proper upkeep.	\$50,818.95	Yes
2.6	Professional Development focused on SEL	Provide targeted professional development opportunities to support the social-emotional development of students who face specific challenges in achieving academic success and feeling safe at school. These challenges are particularly prevalent among English language learners, homeless/foster youth, students with disabilities, and socioeconomically disadvantaged students. The focus will be on equipping educators with the necessary tools and techniques to create inclusive and supportive learning environments that promote the social-emotional well-being of all students.	\$2,000.00	Yes
2.7	Student Athletics to Promote Engagement, Health, and School Connectedness	Support the implementation of extracurricular sports programs that promote physical health, teamwork, and school connectedness. This action will provide funding for essential needs such as coach stipends, sports equipment, water, and healthy snacks for student-athletes. Extracurricular sports provide structured opportunities for students to engage in teamwork, leadership, and goal-setting. Engagement partners input, including feedback from students and families, emphasized the value of athletic programs in keeping students engaged, healthy, and connected	\$17,922.96	Yes

Action #	Title	Description	Total Funds	Contributing
		to school. Participation in sports is shown to improve attendance, reduce behavioral issues, and contribute to a positive school climate. The school intends to reduce chronic absenteeism and increase student engagement, particularly for unduplicated students who may face barriers to participation in enrichment activities. This action supports the district's goals to improve school climate, increase student engagement, and ensure all students have equitable access to extracurricular opportunities that promote social-emotional development and overall well-being.		
2.8				

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	CUESD will promote and cultivate a positive relationship with parents to collaboratively become partners in the educational process to ensure student academic success by supporting services for students and families and promoting parental involvement, community outreach, and pupil engagement.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

CUESD believes that students whose parents stay involved in school have better attendance and behavior, achieve higher grades, demonstrate better social skills, and adapt more effectively to school environments. Parental involvement helps foster a lifelong love of learning in students, which researchers identify as crucial for long-term success. Recognizing this, the District plans to maintain transparency to help parents understand the direct relationship between their involvement and their children's improved academic performance. Increasing parental engagement is seen as a vital strategy to boost overall academic achievement.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Priority 3: Parental Involvement Efforts to seek parent input in decision-making Source: Local Indicator Self Reflection Tool	In 2023-24,CUESD actively sought input from all parents, including those of students with disabilities, English learners, and homeless or foster youth, in various decision-making forums such as the School Site Council and	2024-25, actively sought input from all parents, including those of students with disabilities, English learners, and homeless or foster youth.		CUESD will continue to actively seek input from all parents, including those of students with disabilities, English learners, and homeless or foster youth, in its decision-making process.	0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		the District English Learner Advisory Committee.				
3.2	Priority 3: Parental Involvement Promote parental participation for unduplicated students Source: Local Indicator Self Reflection Tool	In 2023-24,CUESD promoted participation from all parents, including those whose children are considered unduplicated students.	2024-25, continued to promote participation from all parents, including those whose children are considered unduplicated students.		CUESD will continue to promote participation from all parents, including those whose children are considered unduplicated students.	0
3.3	Priority 3: Parental Involvement Promote parental participation for individuals with exceptional needs Source: Local Indicator Self Reflection Tool	In 2023-24,CUESD encouraged participation from all parents, including those with children who have exceptional needs.	2024-25, continued to encourage participation from all parents, including those with children who have exceptional needs.		CUESD will continue to encourage participation from all parents, including those with children who have exceptional needs.	0

Goal Analysis [2024-25]

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.

CUESD made significant progress in implementing the planned actions for this goal, with a strong emphasis on building family partnerships, increasing parent input, and improving home-school communication. All three actions were implemented as planned, and efforts were adjusted throughout the year to address emerging needs and maximize family participation.

3.1 Parent Communication and Engagement

This action was successful. The district continued to actively seek parent input in school and district decision-making processes. Input was gathered from various parents, including students with disabilities, English learners, foster youth, and homeless students, through platforms

such as School Site Council and the District English Learner Advisory Committee (DELAC). Efforts to improve communication and outreach helped strengthen parent voice and engagement in shaping school initiatives.

3.2 Open House and Back to School Night

This action was successful. The district hosted inclusive and well-attended Open House and Back to School Night events. These events served as key touchpoints to connect with families, share academic expectations, and promote participation in school life. Events were structured to accommodate family schedules and offered multilingual support. This helped increase awareness of available resources and encouraged involvement from families of unduplicated student groups.

3.3 Parent Liaison to coordinate workshops/trainings/meetings

This action was successful. The district hired a Parent Liaison who coordinated a series of parent workshops and training sessions on topics such as Social Emotional Learning (SEL), school safety, and building positive family-school relationships. The liaison also supported communication efforts, including translation and personalized outreach, to encourage greater participation from all parents, especially those of students with exceptional needs. The action was implemented as described, effectively strengthening the district's capacity to promote meaningful family engagement.

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 LEA experienced varying degrees of alignment between planned expenditures and actual spending, reflecting both operational adaptations and implementation realities throughout the year. The following outlines the differences by action:

3.1 Parent Communication and Engagement: Budgeted [\$12,860.00]; Actual [\$8,209.00].

Difference due to increased use of online platforms for parent communication, which reduced the need for printed materials and postage.

3.2 Open House and Back to School Night: Budgeted [\$1,000.00]; Actual [\$1,938.31].

Difference due to higher-than-anticipated costs for event materials and supplies.

3.3 Parent Liaison to Coordinate Workshops/Trainings/Meetings: Budgeted [\$45,713.00]; Actual [\$0.00].

Difference due to the position not being filled until late April, resulting in no salary expenditures within the reporting period. Although the hiring was delayed, the individual is now in place to support parent engagement activities moving forward.

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

Chualar Union used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.

Rating Scale (lowest to highest): 1 – Not Effective; 2 – Somewhat Effective; 3 –Effective.

The actions outlined in Goal Three helped the district make progress toward increasing parent involvement and strengthening family-school partnerships

Action(s): 3.1 Parent Communication and Engagement

Effectiveness of Action(s):

Metric(s): 2.3, 3.1

Analysis Statement: CUESD consistently sought input from families through School Site Council, DELAC, and other meetings. Parents, including those of English learners, students with disabilities, and foster youth, were regularly invited to participate in decision-making. Efforts were inclusive, and communication improved through email, calls, and in-person outreach. As a result, the district effectively engaged parents in shaping school goals and strategies.

Chronic absenteeism declined significantly, from 34.6% to 23.8% overall, creating a more stable and engaging learning environment. Reductions were especially notable among key student groups: Homeless students (-29.6%), Students with Disabilities (-16.6%), English Learners (-11.2%), and Socioeconomically Disadvantaged students (-12.1%).

Action(s): 3.2 Open House and Back to School Night

Effectiveness of Action(s): 3

Metric(s): 3.2

Analysis Statement: Open House and Back to School Night events were well-attended and offered in family-friendly formats with translation services. These events gave parents opportunities to learn about academic programs, meet staff, and connect with school resources. Participation from families of unduplicated students increased, contributing to stronger relationships between home and school.

Action(s): 3.3 Parent Liaison to coordinate workshops/trainings/meetings

Effectiveness of Action(s): 2

Metric(s): 3.3

Analysis Statement: The Parent Liaison was hired in late April, which limited the timeframe for full implementation. However, since starting, the liaison has successfully conducted a couple of parent trainings. These sessions were offered at flexible times and included translation to ensure access. The liaison also provided outreach and communication to families of students with disabilities and other high-needs groups, helping them feel more connected and supported. This action successfully encouraged meaningful parent participation and built trust within the school community.

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

Based on reflections from prior implementation and feedback gathered through educational partner engagement, Goal 3 has been refined to strengthen home-school partnerships and increase access to the tools and communication supports families need to effectively engage in their children's learning. These updates reinforce the district's commitment to equity, access, and cultural responsiveness, especially for families disproportionately impacted by the pandemic.

Action 3.3 Parent Liaison was moved from Goal 2 to Goal 3 because the action more directly supports the district's objectives related to parent communication, engagement, and capacity-building. The role focuses on coordinating workshops, trainings, and outreach activities that foster collaborative relationships between schools and families, aligning closely with the purpose and outcomes outlined in Goal 3.

Two new actions have been added to Goal 3 and will be implemented using LREBG funds:

Action 3.4 (Expand Digital Access and Family Learning Support Through Tech-Equipped Lab and Parent Workshops) addresses the need for improved access to digital learning environments and family education. This action supports the modernization of the school computer lab and the delivery of in-person family workshops focused on literacy, math, and social-emotional learning (SEL) strategies. Audio-visual technology will be used to deliver interactive training modules to ensure that parents can meaningfully engage in supporting learning at home.

LREBG Funds: \$74,000 for 2025–26.

Action 3.5 (Enhance Multilingual Family Access Through Interpretation Equipment and Services) responds to ongoing partner feedback about language access. This action will fund the purchase of interpretation headsets and related equipment, along with interpreter services, to ensure multilingual families can fully participate in school meetings, events, and student support discussions.

LREBG Funds: \$20,000 for 2025–26

These changes reflect the district's proactive efforts to remove barriers to family engagement and empower caregivers as key partners in student learning and recovery. The use of LREBG funds ensures these supports are adequately resourced, sustained, and aligned with broader equity, access, and re-engagement goals.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Parent Communication and Engagement	CUSD will communicate with parents and the community via the FinalSite system, digital communication, telephone, Brisas School Newspaper, flyers, website, and letters.	\$6,790.00	Yes
3.2	Open House and Back to School Night	Parents will be invited to our annual Open House and Back to School Night, where they can connect with their child's teachers, curriculum, and resources. These events will offer them the opportunity to meet the teachers who will be guiding their child throughout the year, they will learn about the teaching methods and materials they'll use, celebrate their child's	\$1,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		achievements, and gather important information about upcoming events and activities for the rest of the school year.		
3.3	Parent Liaison to coordinate workshops/trainings/ meetings	CUSD will hire a Parent Liaison to organize a series of workshops, trainings, and meetings aimed at educating both parents and staff. These sessions will cover topics such as the significance of parent involvement, Social Emotional Learning (SEL), and promoting positive relationships among teachers, parents, and students.	\$24,372.52	Yes
3.4	Expand Digital Access and Family Learning Support Through Tech-Equipped Lab and Parent Workshops	Enhance digital access and support learning recovery through a two-pronged approach funded by LREBG. The comprehensive needs assessment substantiated findings from the 2024 CA School Dashboard related to chronic absenteeism and academic performance. In addition, feedback from educational partners emphasized the need for stronger family engagement and accessible strategies to support learning at home. This action directly responds to those identified needs by improving student access to digital learning environments and family capacity to support academic recovery. 1. Modernize and upgrade the school computer lab to give students access to updated computers, instructional software, ergonomic furniture, and high-speed connectivity infrastructure. The upgrade will also include the installation of an LCD projector with a drop-down screen and a sound system to support interactive instruction and digital read-along activities. The enhanced lab will be used for targeted academic intervention, digital literacy instruction, online assessments, and extended learning opportunities. These improvements are designed to ensure equitable access to digital tools and resources, particularly for students disproportionately impacted by the pandemic. 2. Host a series of in-person family workshops focused on literacy, mathematics, and social-emotional learning (SEL) strategies to help families support student learning at home. Computers and audiovisual technology will be used to deliver online training modules during these sessions, enabling parents to engage with content in an interactive and	\$74,000.00	No

Action #	Title	Description	Total Funds	Contributing
		meaningful way. These workshops are designed to strengthen home-school partnerships, provide families with practical strategies, and empower caregivers, especially those from underserved communities, to reinforce learning and well-being at home. Studies have shown that expanding students' access to digital learning environments and providing structured opportunities for family engagement can significantly improve academic outcomes, attendance, and motivation. Research highlights that equitable access to technology and increased parental involvement effectively mitigate learning loss and improve outcomes for low-income, multilingual, and other historically underserved student groups. Metric: 1.5, 1.6, 2.3 LREBG Funds: \$74,000 for 2025-26		
3.5	Enhance Multilingual Family Access Through Interpretation Equipment and Services	LREBG Action: Purchase interpretation headsets and related equipment to support multilingual family access during school meetings, workshops, and events. In addition to equipment, funds will be used to hire interpreters to provide real-time language support during these gatherings. These services will ensure that families of English learners and other language groups can meaningfully participate in school planning, student support discussions, IEP meetings, and board meetings. This investment supports inclusive communication and strengthens family engagement in academic recovery efforts and decision-making processes. The comprehensive needs assessment substantiated findings from the 2024 CA School Dashboard related to chronic absenteeism and academic performance, as well as input from educational partners, which emphasized the need to improve communication and engagement with multilingual families. Families reported that language barriers limited their participation in school events and decision-making, which reduced their ability to support student learning and recovery. This action aligns with allowable uses of LREBG funds by directly supporting learning recovery	\$20,000.00	No

Action #	Title	Description	Total Funds	Contributing
		and re-engagement efforts through enhanced communication systems that eliminate language barriers. Studies have shown that strong family-school communication, especially in families' home languages, is directly associated with improved academic outcomes, higher attendance, and stronger social-emotional development. When families receive accessible, language-appropriate information, they are more likely to engage in decision-making, reinforce learning at home, and remain actively involved throughout the year. Metric: 1.5, 1.6, 2.3 LREBG Funds: \$20,000 for 2025-26		

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$1,151,424	\$140,035

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
45.019%	0.000%	\$0.00	45.019%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	Action: Highly qualified Certificated Teachers Need: English Learners, Low Income Scope:	Highly qualified Certificated Teachers to reduce student-teacher ratio and to provide CCSS instruction in all core areas to all students.	Basic - Teachers in the local educational agency (LEA) are appropriately assigned and fully credentialed in the subject area and for the pupils, they are teaching.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
1.4	Action: Testing and Assessment Specialist Need: The 2023 CA School Dashboard in (ELA) for all students is 31.5 points below standard, English learners 45.5 points below standard, socioeconomically disadvantaged 31.4 points below standard, Hispanic 31.1 points below standard, students with disabilities 94.2 points below standard, and Homeless 46.3 points below standard. This highlights the importance of maintaining timely testing, effectively managing data, and breaking down data to understand needs and implement necessary adjustments. Scope: LEA-wide	To address the condition of our English learners, low-income youth and foster youth, this action is provides opportunities for pupil assessments. These assessments will allow staff to identify strengths and areas needing improvement, enabling them to customize instruction for EL students and students with disabilities. In addition, we recognize that all students may benefit from these services, so they are being implemented LEA-wide. these actions are being provided on an LEA wide basis to maximize the impact on increasing overall academic outcomes for all students including foster youth and low income.	CA Dashboard ELA & Math CAASPP Data EL Low Income Hispanic SWD
1.5	Action: Paraprofessionals Need: The 2023 CA School Dashboard rating for English Language Arts (ELA) for all students is 31.5 points below standard, English learners 45.5 points below standard, socioeconomically disadvantaged 31.4 points below standard, Hispanic 31.1 points below standard, students with disabilities 94.2 points below standard,	To address the condition of our English learners, low-income and foster youth, we're continuing to provide additional personalized support via instructional assistants for Math and ELA during the regular school day. In addition, we recognize that All students may also benefit from these services therefore it is being implemented LEA-wide.	CA Dashboard ELA & Math CAASPP Data EL Low Income Hispanic SWD

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
	and Homeless 46.3 points below standard. In Math all students are 53.3 points below standard, English learners 66.4 points below standard, socioeconomically disadvantaged 54.1 points below standard, Hispanic 53.8 points below standard, and students with disabilities 130.5 points below standard, and Homeless 70.4 points below standard. Scope: LEA-wide		
1.6	Action: Instructional Materials Need: In 2023, the CAASPP scores in ELA for all students showed 31.5 points below standard, showing a decrease of 3.3 points from the previous year. Additionally, our English learners scored 45.5 points below the standard, homeless students scored 46.3 points below the standard, and socioeconomically disadvantaged students scored 31.4 points below the standard. Scope: LEA-wide	To improve, English learners, foster youth, and low-income students will have access to supplemental Common Core instructional materials and online resources both in school and at home. This ensures they have the additional supplemental resources for success. In addition, we recognize that All students may also benefit from resources that fit their instructional level. Therefore, it is being implemented LEA-wide.	CA Dashboard ELA & Math CAASPP Data EL Low Income Hispanic SWD
1.7	Action: Classified personnel to provide Technology assistance Need:	This action addresses the need by delivering one-on-one tech support and supplying family resources for digital literacy, as well as bilingual communication tools for English Learners (ELs) and their families. This is also designed to provide	CAASPP ELA & 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
	There is a need to address essential technology support, access to educational resources, and targeted academic assistance of diverse student populations, particularly ELs, socioeconomically disadvantaged students, and those experiencing homelessness. The 2023 CA School Dashboard rating for English Language Arts (ELA) for all students is 31.5 points below standard, English learners 45.5 points below standard, socioeconomically disadvantaged 31.4 points below standard, Hispanic 31.1 points below standard, students with disabilities 94.2 points below standard, and Homeless 46.3 points below standard. In Math all students are 53.3 points below standard, English learners 66.4 points below standard, socioeconomically disadvantaged 54.1 points below standard, Hispanic 53.8 points below standard, and students with disabilities 130.5 points below standard, and Homeless 70.4 points below standard. Overall, these scores highlight the urgency to have family engagement, professional development, and other supports. Scope: LEA-wide	technology access for socioeconomically disadvantaged and homeless students. Additionally, acknowledging the potential benefits for all students, we're implementing it district-wide.	
1.8	Action: Part-time Speech, Occupational Therapists, and Psychologist Need: Students in the Special Education program, including low-income, foster youth, and	The District will retain two part-time Speech Pathologists, Occupational therapist, and Psychologist as needed. A second Speech Pathologist was added to our Special Education support structure this school year to serve our students in the Special Education program	1.12: Master Schedule and Instructional Minutes

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	English learners with disabilities, require increased access to specialized services in speech, occupational therapy, and psychological support. Educational partners have requested increased staffing to ensure timely evaluations, consistent therapy sessions, and improved student outcomes. Scope: LEA-wide		
2.1	Action: Community Partnerships: Harmony at Home-Sticks and Stones: Red Indicator Need: In 2023, student chronic absenteeism on the CA Dashboard was 34.6%, showing a 7.2% increase compared to the previous year. All students, including English learners, Hispanic students, homeless youth, socioeconomically disadvantaged, and students with disabilities, were identified as lowest performing on the CA Dashboard (Red). Therefore, ongoing efforts are being continued to support all students, particularly those in these identified groups. Scope: LEA-wide	In order to address this condition of our English learners and low-income students this action is being implemented to provide additional support and counseling to decrease chronic absenteeism. In addition, we recognize that all students may also benefit from these services therefore it is implemented LEA wide.	Chronic Absenteeism Rates EL Low Income Hispanic SWD
2.3	Action: Monterey County Behavioral Health Need:	In order to address this condition of our English learners and low-income students this action is being implemented to provide additional support and counseling to decrease chronic absenteeism.	Chronic Absenteeism Rates EL Low Income Hispanic

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 rates need improvement at CUESD, particularly for several groups: English learners, Hispanic students, homeless students, those with disabilities, and socioeconomically disadvantaged students (identified as "Red" in Chronic Absenteeism on the CA Dashboard). According to the 2023 CA Dashboard, chronic absenteeism rates have increased significantly across these groups. Overall student absenteeism rose from 7.2% to 34.6%. Specifically, absenteeism among English learners increased from 28.8% to 31.9%, among homeless students from 15.4% to 50%, and among socioeconomically disadvantaged students from 27.5% to 35.7%. Scope: LEA-wide	In addition, we recognize that all students may also benefit from these services therefore it is implemented LEA wide.	SWD
2.4	Action: Student Recognition to promote School Culture/Climate Need: There is a need to improve attendance rates at CUESD. According to the CA Dashboard for 2023, the rates of chronic absenteeism have risen across different groups: for all students, the rate increased from 7.2% in the previous year to 34.6%. Among English learners, it increased by 3.1% to 31.9%, among homeless students, it increased by 34.6% to 50%, and among socioeconomically disadvantaged students, it grew by 8.2% to 35.7%.	Recognizing and celebrating student achievements can have a significant positive impact on school culture and climate, which in turn can help reduce chronic absenteeism. By implementing a comprehensive student recognition program CUESD can create a more positive and engaging environment. This, in turn, can lead to improved attendance rates as students feel more motivated, valued, and connected to their school community.	Chronic Absenteeism Rates EL Low Income Hispanic SWD

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		
2.5	Action: Safe and Clean Facilities Need: The Chronic Absenteeism rate is 34.6% (Red) for All students based on 2023 Dashboard. Reds on the Dashboard include: English Learner: 31.9% Hispanic: 34% Homeless: 50% SED: 35.7% SWD: 42.6% Scope: LEA-wide	Research shows that safe and clean school facilities significantly contribute to higher attendance rates, particularly for vulnerable groups such as English learners, low-income and homeless youth, students with disabilities, and Hispanic students. When schools are well-maintained and free from hazards, students are less likely to experience health issues or feel unsafe, which encourages consistent attendance. Studies have found that students who feel secure and supported in their school environment are more engaged, leading to improved attendance and better academic outcomes. This will also allow the campus to be accessed before and after school and at other times to allow access to the community. Though this was designed to address the needs of the groups listed above, all students in Chualar will benefit from safe and clean facilities.	Chronic Absenteeism rate
2.6	Action: Professional Development focused on SEL Need: There is a need to improve attendance rates at CUESD specifically for English learners, Hispanic, Homeless, students with disabilities, and socioeconomically disadvantaged (Red in Chronic Absenteeism on the CA Dashboard). According to the CA Dashboard for 2023, the rates of chronic absenteeism have risen across different groups: for all students, the	Professional development (PD) focused on Social-Emotional Learning (SEL) can significantly improve chronic absenteeism by equipping educators with the skills and strategies to better support students' emotional and social needs. This holistic approach addresses the underlying causes of absenteeism, such as emotional distress, disengagement, and negative school experiences, leading to improved attendance and overall student well-being.	Chronic Absenteeism Rates EL Low Income Hispanic SWD

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
	rate increased from 7.2% in the previous year to 34.6%. Among English learners, it increased by 3.1% to 31.9%, among homeless students, it increased by 34.6% to 50%, and among socioeconomically disadvantaged students, it grew by 8.2% to 35.7%. Scope: LEA-wide		
2.7	Action: Student Athletics to Promote Engagement, Health, and School Connectedness Need: 2024 Chronic Absenteeism: 23.8% for All students 20.7% for English learners 20.4% for Homeless youth 23.6% for Low-income students These rates highlight a need for actions that improve student connection to school and reduce absenteeism. Scope: LEA-wide	This action promotes school connectedness, belonging, and motivation, key drivers of improved attendance. By supporting sports programs that are inclusive and accessible, the school provides meaningful incentives for students to attend regularly and stay engaged. Although all students benefit from extracurricular sports, unduplicated pupils, including English learners, low-income students, and homeless youth, are more likely to face financial and logistical barriers to participating in activities outside of school. Offering this action LEA-wide ensures all students have access, while still meeting the greater needs of unduplicated students.	Chronic Absenteeism
3.1	Action: Parent	This action will help foster a positive and safe environment that nurtures academic success for	Chronic Absenteeism 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
	Communication and Engagement Need: According to the CA Dashboard for 2023, the rates of chronic absenteeism have risen across different groups: for all students, the rate increased from 7.2% in the previous year to 34.6%. Among English learners, it increased by 3.1% to 31.9%, among homeless students, it increased by 34.6% to 50%, and among socioeconomically disadvantaged students, it grew by 8.2% to 35.7%. Cultivating a positive relationship with parents to collaboratively become partners in the educational process will help ensure student academic success by supporting services for students and families and promoting parental involvement, community outreach, and pupil engagement. Scope: LEA-wide	all students, including English learners, low-income students, foster, and homeless youth.	EL Low Income Hispanic SWD
3.2	Action: Open House and Back to School Night Need: . Scope:		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
3.3	Action: Parent Liaison to coordinate workshops/trainings/ meetings Need: After assessing the needs, conditions, and circumstances of our English learners, low-income students, foster and homeless youth, we discovered that many of our parents belong to busy working families. Consequently, attendance at many meetings by our engagement partners is low. Scope: LEA-wide	Hiring a Parent Liaison to coordinate workshops, trainings, and meetings serves as a proactive measure by CUESD to enhance the educational experience for both parents and staff. By addressing topics like the importance of parent involvement, Social Emotional Learning (SEL), and fostering positive relationships between teachers, parents, and students, these sessions intend to create a more supportive and collaborative school environment. This action demonstrates a commitment to strengthening the partnership between the school and families, ultimately leading to improved student outcomes and overall well-being.	Number of workshops/trainings made accessible to parents and the number of attendees.

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.11	Action: Professional Development Need: Comprehensive support is needed for English learners across all subject areas. On the 2023 CA Dashboard, it shows that 61.4% of English	This action addressed the need of English Learners by ensuring that all staff receive high-quality Professional Development (PD) that integrates English Language Development (ELD) into all subject areas	The percent of ELs who progress in English proficiency (ELPAC) for 2023-24

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	learners are making progress towards English language proficiency. Scope: Limited to Unduplicated Student Group(s)		

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

CUSD does not have 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. We plan to meet the required percentage in the actions and funds allotted listed above.

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.

Chualar receives an additional 15% concentration grant add-on to increase the number of staff who provide direct services to students at schools with enrollment of unduplicated students equal to or less than 55%. Goal 1 provides additional personnel to support the academic program for students with assistant principal, aides, instructional coach (and Goal 1, Action 5, 7 and 8). Goal 3, Action 3 provide for increased staff who provide direct services to students with a parent liaison.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	NA	10:1
Staff-to-student ratio of certificated staff providing direct services to students	NA	10:1

2025-26 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	2,557,637	1,151,424	45.019%	0.000%	45.019%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$1,151,816.00	\$2,141,883.42	\$0.00	\$179,379.64	\$3,473,079.06	\$3,095,953.50	\$377,125.56

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Highly qualified Certificated Teachers	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$1,994,982.18	\$0.00	\$598,384.28	\$1,341,521.01		\$55,076.89	\$1,994,982.18	
1	1.2	ASES / ELOP Coordinator to organize Intervention Programs for extended days, including Saturday and Spring Academies.	All	No			All Schools	Ongoing	\$94,906.36	\$0.00		\$94,906.36			\$94,906.36	
1	1.3	Assistant Principal														
1	1.4	Testing and Assessment Specialist	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$50,984.85	\$0.00	\$50,984.85				\$50,984.85	
1	1.5	Paraprofessionals	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$389,527.36	\$0.00	\$260,419.56	\$78,451.50		\$50,656.30	\$389,527.36	
1	1.6	Instructional Materials	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$211,666.56	\$2,000.00	\$177,362.38		\$32,304.18	\$211,666.56	
1	1.7	Classified personnel to provide Technology assistance	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$86,375.59	\$0.00	\$86,375.59				\$86,375.59	
1	1.8	Part-time Speech, Occupational Therapists, and Psychologist	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$87,420.65	\$0.00	\$2,680.29	\$47,384.76		\$37,355.60	\$87,420.65	
1	1.9	Expanded Learning Opportunities Program (ELOP): Four-Week	All	No			All Schools	Ongoing	\$71,000.00	\$24,500.00		\$95,500.00			\$95,500.00	

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
		Summer School Intervention Program														
1	1.10	Science Lab/Innovation Center	All	No			All Schools	Ongoing	\$0.00	\$10,000.00	\$0.00	\$10,000.00			\$10,000.00	
1	1.11	Professional Development	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$2,100.00	\$2,100.00				\$2,100.00	
1	1.12	Nutrition Services Coordinator														
1	1.13	Literacy Coach	All	No			All Schools	Ongoing	\$83,426.87	\$0.00		\$83,426.87			\$83,426.87	
1	1.14	Reading Intervention Teacher for Targeted Literacy Support	All	No			All Schools	Ongoing	\$81,580.54	\$0.00		\$81,580.54			\$81,580.54	
2	2.1	Community Partnerships: Harmony at Home-Sticks and Stones: Red Indicator	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$34,733.67	\$0.00	\$20,997.00	\$9,750.00		\$3,986.67	\$34,733.67	
2	2.2	Classified personnel						Ongoing								
2	2.3	Monterey County Behavioral Health	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	\$21,470.00	\$0.00	\$21,470.00				\$21,470.00	
2	2.4	Student Recognition to promote School Culture/Climate	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$6,000.00	\$25,500.00	\$3,500.00	\$28,000.00			\$31,500.00	
2	2.5	Safe and Clean Facilities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$49,249.95	\$1,569.00	\$50,818.95				\$50,818.95	
2	2.6	Professional Development focused on SEL	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$2,000.00	\$0.00	\$2,000.00				\$2,000.00	
2	2.7	Student Athletics to Promote Engagement, Health, and School Connectedness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$17,922.96	\$0.00	\$17,922.96				\$17,922.96	
2	2.8															

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.1	Parent Communication and Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$6,790.00	\$6,790.00				\$6,790.00	
3	3.2	Open House and Back to School Night	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$1,000.00	\$1,000.00				\$1,000.00	
3	3.3	Parent Liaison to coordinate workshops/trainings/ meetings	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$24,372.52	\$0.00	\$24,372.52				\$24,372.52	
3	3.4	Expand Digital Access and Family Learning Support Through Tech-Equipped Lab and Parent Workshops	All	No			All Schools	Ongoing	\$0.00	\$74,000.00		\$74,000.00			\$74,000.00	
3	3.5	Enhance Multilingual Family Access Through Interpretation Equipment and Services	All	No			All Schools	Ongoing	\$0.00	\$20,000.00		\$20,000.00			\$20,000.00	

2025-26 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
2,557,637	1,151,424	45.019%	0.000%	45.019%	\$1,151,816.00	0.000%	45.034 %	Total:	\$1,151,816.00
								LEA-wide Total:	\$1,149,716.00
								Limited Total:	\$2,100.00
								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	Highly qualified Certificated Teachers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$598,384.28	
1	1.4	Testing and Assessment Specialist	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$50,984.85	
1	1.5	Paraprofessionals	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$260,419.56	
1	1.6	Instructional Materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,000.00	
1	1.7	Classified personnel to provide Technology assistance	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$86,375.59	
1	1.8	Part-time Speech, Occupational Therapists, and Psychologist	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,680.29	
1	1.11	Professional Development	Yes	Limited to Unduplicated	English Learners Foster Youth	All Schools	\$2,100.00	

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 (%)
				Student Group(s)	Low Income			
2	2.1	Community Partnerships: Harmony at Home-Sticks and Stones: Red Indicator	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$20,997.00	
2	2.3	Monterey County Behavioral Health	Yes	LEA-wide	English Learners Low Income	All Schools	\$21,470.00	
2	2.4	Student Recognition to promote School Culture/Climate	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,500.00	
2	2.5	Safe and Clean Facilities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$50,818.95	
2	2.6	Professional Development focused on SEL	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,000.00	
2	2.7	Student Athletics to Promote Engagement, Health, and School Connectedness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$17,922.96	
3	3.1	Parent Communication and Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$6,790.00	
3	3.2	Open House and Back to School Night	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,000.00	
3	3.3	Parent Liaison to coordinate workshops/trainings/ meetings	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$24,372.52	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$4,163,853.00	\$4,168,196.32

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Highly qualified Certificated Teachers	Yes	\$2,092,739.00	\$1,850,508
1	1.2	ASES / ELOP Coordinator to organize Intervention Programs for extended days, including Saturday and Spring Academies.	No	\$91,880.00	\$120,895.08
1	1.3	Assistant Principal	Yes	\$165,969.00	\$147,264.27
1	1.4	Testing and Assessment Specialist	Yes	\$48,456.00	\$49,227.46
1	1.5	Paraprofessionals	Yes	\$273,025.00	\$451,082.20
1	1.6	Instructional Materials	Yes	\$110,505.00	\$144,312.01
1	1.7	Classified personnel to provide Technology assistance	Yes	\$83,116.00	\$84,600.20
1	1.8	Part-time Speech, Occupational Therapists, and Psychologist	No	\$109,426.00	\$141,620.93
1	1.9	Four-week Summer School Intervention Program	Yes	\$227,320.00	\$228,000
1	1.10	Science Lab/Innovation Center	Yes	\$0.00	\$0
1	1.11	Professional Development	Yes	\$4,425.00	\$18,626.48

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.12	Nutrition Services Coordinator	No	\$141,194.00	\$89,025.73
1	1.13	Literacy Coach	Yes	\$87,899.00	\$0
2	2.1	Community Partnerships: Harmony at Home-Sticks and Stones: Red Indicator	Yes	\$26,956.00	\$62,652.84
2	2.2	Classified personnel	Yes	\$38,795.00	\$38,795.48
2	2.3	Monterey County Behavioral Health	Yes	\$14,495.00	\$13,995.00
2	2.4	Student Recognition to promote School Culture/Climate	Yes	\$3,500.00	\$2,282.36
2	2.5	Safe and Clean Facilities	Yes	\$579,580.00	\$706,232.31
2	2.6	Professional Development focused on SEL	Yes	\$5,000.00	\$8,928.66
2	2.8				
3	3.1	Parent Communication and Engagement	Yes	\$12,860.00	\$8,209
3	3.2	Open House and Back to School Night	No	\$1,000.00	\$1,938.31
3	3.3	Parent Liaison to coordinate workshops/trainings/ meetings	Yes	\$45,713.00	\$0

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
1,151,424	\$1,762,370.00	\$1,734,995.05	\$27,374.95	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Highly qualified Certificated Teachers	Yes	\$542,381.00	558,080.31		
1	1.3	Assistant Principal	Yes	\$165,969.00	144,532.37		
1	1.4	Testing and Assessment Specialist	Yes	\$48,456.00	49,179.28		
1	1.5	Paraprofessionals	Yes	\$213,639.00	215,794.22		
1	1.6	Instructional Materials	Yes	\$13,856.00	19,586.02		
1	1.7	Classified personnel to provide Technology assistance	Yes	\$83,116.00	83,708.94		
1	1.9	Four-week Summer School Intervention Program	Yes	\$500.00	500		
1	1.10	Science Lab/Innovation Center	Yes	\$0.00	0		
1	1.11	Professional Development	Yes	\$2,000.00	6,882.46		
1	1.13	Literacy Coach	Yes	\$500.00	0		
2	2.1	Community Partnerships: Harmony at Home-Sticks and Stones: Red Indicator	Yes	\$25,096.00	34,462.41		
2	2.2	Classified personnel	Yes	\$38,795.00	38,034.79		
2	2.3	Monterey County Behavioral Health	Yes	\$500.00	6,928.66		

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)
2	2.4	Student Recognition to promote School Culture/Climate	Yes	\$3,500.00	4,454.30		
2	2.5	Safe and Clean Facilities	Yes	\$573,489.00	523,899.44		
2	2.6	Professional Development focused on SEL	Yes	\$2,000.00	2,000		
3	3.1	Parent Communication and Engagement	Yes	\$2,860.00	4,300.03		
3	3.3	Parent Liaison to coordinate workshops/trainings/ meetings	Yes	\$45,713.00	42,651.82		

2024-25 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)
2,632,804	1,151,424	21.396	65.130%	\$1,734,995.05	0.000%	65.899%	\$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, Statutes 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 2025-26, 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 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 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 32526(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:

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
 - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
 - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

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

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

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

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

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